



The Bible in State Academic Standards

A report on all 50 States



A summary of each state's academic standards indicating where educators can and, in some cases, are expected to teach about the influence of the Bible and Christianity.

Gateways to Better Education



The Bible in State Academic Standards

Introduction

A summary of state academic standards indicating where educators can and, in some cases, are expected to teach about the influence of the Bible and Christianity.



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Executive Summary

There is a common misconception that teaching about various world religions may be acceptable for cultural awareness, but teaching about the Bible and Christianity is not allowed because of concerns over the establishment of religion. However, as *The Bible in State Academic Standards* shows, state academic standards across the nation provide ample opportunity for educators to teach about the Bible, Christian beliefs, and Christians who were influential in history.

We have compiled this report to help educators and the public understand that teaching about the Bible and Christianity has not been banned from public education. In fact, teaching about these topics is expected in more instances than most people might believe. By bringing these standards to light, we hope that educators will gain confidence to exercise their academic freedom to teach to the full extent of their state's standards.

Some states have very detailed standards that include Bible stories as well as Jewish and Christian beliefs. All states have generalized standards with references such as "religion," "culture," or "beliefs." Academic standards also include patriotic and civics lessons that allow for appropriate references to America's Judeo-Christian heritage.

The Common Core English/Language Arts standards reference the Bible four times, and we have included those references in the states that have adopted them.

We have also included the preambles to state constitutions that reference God because most states have an expectation that students will learn about their constitutions. Where applicable, we have included state laws that involve religious expression. For example, thirty-four states have laws that either mandate or allow for the school day to begin with a moment of silence that can be used for prayer.

Gateways to Better Education is a nonprofit organization working to help public schools become places where students feel the freedom to express their faith and where they gain an academic appreciation for the Bible and Christianity across the whole curriculum as it relates to history, culture, and values. We equip teachers and school administrators with ways to do this legally and appropriately, and we help parents navigate the public schools so their children graduate with their faith and values intact.

It is our desire that this report will prompt a discussion among educators, parents, and school officials about the need to overcome self-censorship and timidity in teaching about the Bible and Christianity as related to history, culture, and values.

Eric Buehrer
Founder & President
Gateways to Better Education

* This report was published in 2021. The completion date of the research for each state is ongoing and indicated at the bottom of each state's summary. Because states routinely revise or adopt new standards, visit the department of education for your state to verify your states' academic standards.

The Bible in State Academic Standards

A summary of state academic standards indicating where educators can and, in some cases, are expected to teach about the influence of the Bible and Christianity.

By Eric Buehrer

There is a common misconception that teaching about various world religions may be acceptable for cultural awareness, but teaching about the Bible and Christianity is not allowed because of concerns over the establishment of religion. As *The Bible in State Academic Standards* shows, quite to the contrary, state academic standards across the nation provide ample opportunity for educators to teach about the Bible, Christian beliefs, and Christians who were influential in history.

We have compiled this report to help educators and the public understand that teaching about the Bible and Christianity has not been banned from public education. In fact, teaching about these topics is expected in more instances than most people might believe. By bringing these standards to light, we hope that educators will gain confidence to exercise their academic freedom to teach to the full extent of their state's standards.

Detailed Standards

Some states provide educators with detailed standards for what students should learn about the Bible and Christianity. For example, in **California**, sixth grade students are expected to:

“Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).”

In **Massachusetts**, sixth grade students are expected to learn:

“the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).”

In **Virginia**, high school students are expected to:

“[A]pply social science skills to understand the ancient river valley civilizations, including ...the Hebrews and [by]...describing the origins, beliefs, traditions, customs, and spread of Judaism. Essential Knowledge: Beliefs, traditions, and customs of Judaism: ▪ Belief in one God (monotheism) ▪ Torah, which contains the written records and beliefs of the Jews ▪ Ten Commandments, which state moral and religious conduct ▪ Covenant”

However, even though a state's academic standard provides educators with specific guidelines for teaching these topics, educators are too often uninformed about the specific standard (opting to teach only what is in the textbook) or are afraid to give the topic much time or attention for fear of being accused of endorsing a particular religious belief.

Some states include Christianity and Judaism in a list of major world religions students should study. For example, **Maryland** expects students to:

“Describe the social, political and economic impacts of various world religions on a global society, such as Judaism, Christianity, Islam, Hinduism, Taoism and Buddhism.”

Unfortunately, due to a mixture of multicultural fervor and fear of mixing church and state, some educators only feel comfortable teaching about religions *other* than Christianity. Consequently, in the multicultural mix, the Bible and Christianity are given a disproportionately small amount of class time.

Generalized References

Some states include generalized references such as “beliefs,” “culture,” or “social institutions.” In these cases it would be very appropriate to teach about specific beliefs of Christianity in order to fulfill the standards adequately. For example, in **New Jersey**, by the end of twelfth grade, students are expected to:

“Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.”

Certainly understanding the beliefs that motivated Christians in American history and culture is important to adequately fulfilling this standards.

A **New Hampshire** standard for high school students adds examples of the influence of religion on American history and culture:

“Analyze how religious ideas of morality have impacted social change, e. g., the Abolitionist Movement or the debate over legalized abortion.”

“Religious ideas” in the context of this standard means Christian ideas and educators need not be hesitant to teach about them. To fulfill a standard like this, educators should teach — as the standard requires — the religious ideas of Christians involved in these social movements.

Christians in History

State academic standards across the country also expect students to learn about people in history who were motivated by their Christian faith. For example, **New York** expects high school students to:

“Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans...[for example] read Dr. Martin Luther King’s ‘Letter from Birmingham Jail’ and discuss how this letter expresses the basic ideas, values, and beliefs found in the United States Constitution and Bill of Rights.

In his *I Have a Dream* speech, King quoted Isaiah 40 when he declared:

“I have a dream that one day every valley shall be exalted, every hill and mountain will be made low. The rough places will be made plain, and the crooked places will be made straight. And the glory of the Lord shall be revealed, and all flesh shall see it together.”

In his *Letter from a Birmingham Jail*, he defended himself by recalling the civil disobedience of the three Hebrew youth in defying Nebuchadnezzar’s order to bow to him. He also referred to the sacrifice of Jesus on the cross as his inspiration. And, he stated that “a just law is a man-made code that squares with the moral law or the law of God.”

To properly understand King's motivation and reasoning, students need to understand how his Christian faith shaped his ideas and actions.

As another example of learning about Christians who were motivated by their faith, **California** high school students studying American history are expected to "analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Bill Sunday, Dwight L. Moody)."

Pennsylvania's academic standard for sixth grade expects students to:

"Identify and explain how individuals and groups made significant political and cultural contributions to world history." It includes as examples: "Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola"

Holidays

State standards also include an understanding of holidays that have religious significance. For example, **Arizona** kindergarteners are to "explain and explore origins of key American symbols, traditions and holidays...Key holidays include...Thanksgiving..." This should include the President's annual request that the nation use the day to thank God for his blessings.

Texas expects elementary students to:

"[E]xplain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies."

Reading the Bible to learn about Christmas, Easter, Yom Kippur, and Rosh Hashanah is a legitimate academic approach to teaching students about these holidays. As we explain under "State Laws" (p. 6) and "Legal Concerns" (p.8), reading religious texts to fulfill an academic goal is perfectly legal.

In **Minnesota**, second graders are expected to "describe how the culture of a community reflects the history, daily life or beliefs of its people. *For example:* Elements of culture—foods, folk stories, legends, art, music, dance, holidays..."

One way for students to learn about the culture of their community is for teachers to ask parents to share with the class how their family celebrates religious holidays.

Patriotic and Civics Lessons

State standards commonly include expectations that students will learn what the Pledge of Allegiance means. Many educators do not do this. However, doing so would provide students with a solid civics lesson on key aspects of American culture and values.

Teachers can easily help students understand the phrase "one nation under God" as a reflection of one of America's core values as expressed in the Declaration of Independence, that our rights ultimately come from God and not the government.

Other aspects of American culture include patriotic songs that reference God. For example, the **District of Columbia** expects students to:

"Recite the Pledge of Allegiance and national songs (e.g., "America the Beautiful," "My Country, 'tis of Thee," "God Bless America," "Lift Every Voice and Sing," and "The Star-Spangled Banner") and explain the general ideas expressed in the lyrics."

States also expect students to learn civics lessons that include references to America's Judeo-Christian roots. For example, **Florida** expects fifth grade students to:

“Explain the definition and origin of rights. Examples are John Locke's ‘state of nature’ philosophy, natural rights: rights to life, liberty...”

As an example of John Locke’s biblical thinking, in the late 17th century he wrote:

“The state of Nature has a law of Nature to govern it, which obliges every one, and reason, which is that law, teaches all mankind who will but consult it, that being all equal and independent, no one ought to harm another in his life, health, liberty or possessions; for men being all the workmanship of one omnipotent and infinitely wise Maker; all the servants of one sovereign Master, sent into the world by His order and about His business; they are His property, whose workmanship they are made to last during His, not one another's pleasure.”

Learning about State Constitution Preambles

Academic standards also include civics lessons about their state’s constitution. The majority of state constitutions reference God. For example, **Pennsylvania** third graders are expected to:

“Explain the meaning of a preamble. Constitution of the United States, Pennsylvania Constitution.”

The preamble to Pennsylvania’s Constitution reads as follows:

“WE, the people of the Commonwealth of Pennsylvania, grateful to Almighty God for the blessings of civil and religious liberty, and humbly invoking His guidance, do ordain and establish this Constitution.”

As a civics lesson, students should compare their state constitution's preamble referencing God with the Declaration of Independence’s assertion that our rights come from the Creator. We have included the preambles of state constitutions that make reference to God.

State Laws

In this report we have also included laws that address religious references in the classroom. For example, **California** has an education code that protects teachers who use the Bible or other religious texts when teaching about something appropriate to the curriculum:

“ED Code 51511 — Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, dance, music, theatre, and visual arts or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study.”

In **Ohio**, educators have the freedom to post the national motto and the Ohio state motto in their classrooms. Ohio law 3313.801 states:

“[I]f a copy of the official motto of the United States of America "In God We Trust" or the official motto of Ohio "With God, All Things Are Possible" is donated to any school district, or if money is donated to the district specifically for the purpose of purchasing such material, the board of education of the school district shall accept the donation and display the motto in an

appropriate manner in a classroom, auditorium, or cafeteria of a school building in the district.”

Texas law requires schools to teach both the Hebrew Scriptures (Old Testament) and New Testament:

“Sec. 28.002. REQUIRED CURRICULUM. (a) Each school district that offers kindergarten through grade 12 shall offer, as a required curriculum...(2) an enrichment curriculum that includes...(G) religious literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature.”

Common Core Standards

The Common Core English/Language Arts standards recognize the importance of Bible literacy. The standards reference the Bible four times and we have indicated those for each state. It is referenced in writing standards and reading standards for eighth, ninth, and tenth grades:

“Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”

“Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).”

To date, Common Core has not addressed Social Studies standards. It is yet to be seen how much the Bible, Christianity, and the Judeo-Christian heritage will be included in Common Core Social Studies standards.

Preparing Students for College

The Bible Literacy Project (www.BibleLiteracy.org) surveyed thirty-nine English professors at top universities to learn their assessment of how important Bible literacy is to college-level study of English and American literature. Almost without exception, the English professors saw knowledge of the Bible as a deeply important part of a good education. Besides college-readiness, these professors saw the Bible as culturally vital.

In its report, the Bible Literacy Project quotes professors such as Robert Kiely of Harvard University:

“The Bible has continued to be philosophically, ethically, religiously, politically influential in Western, Eastern, now African cultures, and so not to know it—whether one is a Jew or a Christian—seems to me not to understand world culture. It’s not just Western culture. And in terms of my own field, English and American literature is simply steeped in Biblical legends, morality, Biblical figures, Biblical metaphors, Biblical symbols, and so it would be like not learning a certain kind of grammar or vocabulary and trying to speak the language or read the language.”

Yale University English Professor, Linda Peterson, stated:

“I think the Bible is one of the foundational texts of Western and American literature, and so I think if you don’t read it in some religious context, you should read it in some educational setting.”

Legal Concerns

There are some who raise concerns that teaching about the Bible and Christianity—even in accordance with state standards—somehow violates a supposed separation of church and state. However, the Supreme Court does not think so. In fact, the Court has endorsed teaching about the Bible. In the famous case of *Abington School District v. Schempp* in which the Court ruled against mandatory daily Bible reading, it clarified:

“We agree, of course, that the State may not establish a ‘religion of secularism’ in the sense of affirmatively opposing or showing hostility to religion, thus ‘preferring those who believe in no religion over those who do believe.’ (*Zorach v. Clauson*)...

“In addition, it might well be said that one’s education is not complete without a study of comparative religion or the history of religion and its relationship to the advancement of civilization. It certainly may be said that the Bible is worthy of study for its literary and historic qualities.”

State academic standards are in agreement with the Court’s opinion that “the Bible is worthy of study for its literary and historical qualities.”

Objectivity

It is important when teaching students about a religion that educators remain objective. The best way to achieve this is by attribution. For example, when introducing students to the religious aspects of Easter, teachers should use phrases such as, “Luke wrote that...,” or “In the Bible...”. When referring to beliefs about the story, they should use phrases such as “Christians believe...” The lesson should not be designed to prove the story is true, nor question whether the story is accurate. The goal should be to introduce students to the story and help them understand the influence it has had on history, literature, art, and music.

How to Use this Report

Because of their detail regarding the Bible, Judaism, Christianity, and the influence of Judeo-Christian thinking in the world, it would be good to read the academic standards of California, Tennessee, Texas, Massachusetts and the District of Columbia. If your state’s standards are more general, these standards may give you specific ideas.

Ideas for Teachers

1. Don’t assume your textbook incorporates your state’s academic standards regarding the Bible and Christianity. Become thoroughly familiar with the standards for your grade level.
2. Personally invest time to study Jewish and Christian history, culture, and values that you could include in lessons related to the development of Western civilization and American history.
3. Develop your confidence by reflecting on the difference between teaching about religion and the teaching of religion. You could even explain this distinction to students and parents. The California Department of Education offers this distinction:

“To teach about religion is not to instruct in religion. Teaching about religion embraces the study of various religions; appreciation of the nature and variety of religious experience historically and currently; information on past and present sources, views, and behavior of religious persons or groups; and the influence of religion on cultures and civilizations. Instruction in religion, by contrast, is to seek acceptance of and commitment to a particular religion, including a non-religion, such as secularism.”¹

5. Develop a discussion group of like-minded colleagues to formulate lesson ideas and exchange research on how to teach various aspects of your state’s standards.
6. Visit the website of Gateways to Better Education for articles and lesson ideas. (www.GoGateways.org)

Ideas for Parents

1. Distribute copies of your state’s standards to parents, teachers, school officials, and the clergy. It is important to help people understand what is possible (and even expected).
2. In a friendly manner, let your children’s teachers know that you are encouraged by your state’s standards concerning the Bible and Christianity, and ask them how they will be teaching to the standards in their classrooms.
3. Use the standards as a starting point for discussions with your children at home regarding the Bible’s influence on the world.

Conclusion

State academic standards provide ample opportunity to teach about the influence of the Bible and Christianity. However, because of misinformation, lack of information, or fear, educators in too many cases have engaged in self-censorship. Educators can be confident in teaching about the Bible and Christianity. It is academically expected, legally supported, and appropriate for helping students of all faiths and no faith understand the culture in which they live.

It is our desire that this report will prompt a discussion among educators, parents, and school officials about the need to overcome self-censorship and timidity in teaching these topics as they relate to history, culture, and values.

1. *Handbook on the Rights and Responsibilities of School Personnel and Students in the Areas of Providing Moral, Civic, and Ethical Education, Teaching About Religion, Promoting Responsible Attitudes and Behaviors, and Preventing and Responding to Hate Violence* (Sacramento, CA: California Department of Education, 1995) p.19

* This report was published in July of 2020. The completion date of the research for each state is indicated at the bottom of each state’s summary. Because states routinely revise or adopt new standards, visit the department of education for your state to verify your states’ academic standards.

**For helpful articles and a School Checklist, visit
www.GoGateways.org.**

Summary of Alabama State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2010 Alabama State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can and in some cases are expected to teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.alsde.edu. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.gogateways.org.

Alabama Course of Study English Language Arts 2016

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

8. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new. [RL.8.9]

Grade 9

8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). [RL.9-10.9]

Grade 10

8. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). [RL.9-10.9]

Writing Standards – Research to Build and Present Knowledge

Grade 8

28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.8.9]

- a. Apply Grade 8 *Reading standards to literature* (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”). [W.8.9a]

Grade 9

28. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]

- a. Apply Grade 9 *Reading standards to literature* (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). [W.9-10.9a]

Grade 10

29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]

- a. Apply Grade 10 *Reading standards to literature* (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). [W.9-10.9a]

Social Studies

Kindergarten

Living and Working Together in Family and Community

6. Compare cultural similarities and differences in individuals, families, and communities.

Examples: celebrations, food, traditions

11. Identify symbols, customs, famous individuals, and celebrations representative of our state and nation.

*Examples: Customs – pledging allegiance to the United States flag, singing “The Star-Spangled Banner”,
Individuals – Martin Luther King, Jr.*

Summary of Alabama State Standards Regarding Teaching about the Bible and Christianity

Grade 1

Living and Working Together in Community and State

11. Identify traditions and contributions of various cultures in the local community and state.

Examples: Christmas,...

12. Compare common and unique characteristics of individuals in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.

Grade 2

Living and Working Together in State and Nation

1. Relate principles of American democracy to the founding of the nation.

- Identifying reasons for the settlement of the thirteen colonies
- Recognizing basic principles of the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation

2. Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.

- Recognizing our country's founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison
- Describing the significance of national holidays, including the birthday of Martin Luther King, Jr.; ... and Thanksgiving Day
- Describing the history of American symbols and monuments

Examples: Liberty Bell, Statue of Liberty, bald eagle, United States flag...

11. Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States.

Grade 3

Geographical and Historical Studies: People, Places, and Regions

12. Explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem.

Grade 4

Alabama Studies

2. Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.

- Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture

6. Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

Examples: cultural – ... religion, ...

Grade 5

United States Studies: Beginnings to the Industrial Revolution

2. Identify causes and effects of early migration and settlement of North America.

5. Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.

- Recognizing how colonial development was influenced by the desire for religious freedom
Example: development in Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland colonies
- Identifying influential leaders in colonial society
- Describing emerging colonial government

Examples: Mayflower Compact, representative government, town meetings, rule of law

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Grade 6

United States Studies: The Industrial Revolution to the Present

9. Critique major social and cultural changes in the United States since World War II.

Examples: persons – Martin Luther King Jr....

Grade 7

Geography

2. Determine how regions are used to describe the organization of Earth's surface

- Comparing how culture and experience influence individual perceptions of places and regions

Examples: cultural influences – ... religion,...

5. Explain how cultural features, traits, and diffusion help define regions, including religious structures...

Civics

1. Compare influences of ancient Greece, the Roman Republic, the Judeo-Christian tradition, the Magna Carta, federalism, the Mayflower Compact, the English Bill of Rights, the House of Burgesses, and the Petition of Rights on the government of the United States.

Grade 8

World History to 1500

Abbreviated terms used in Grade 8 content standards include *A.D.* (abbreviation of *anno Domini*, Latin for “in the year of our Lord”) and *B.C.* (“before Christ”). These designations are used to label years on the Gregorian calendar. The terms *C.E.* (meaning “in the Common Era”) and *B.C.E.* (meaning “before the Common Era”) are beginning to be utilized by some schools of theology as well as appear in some publications such as state and national assessments and national history standards. The use of the abbreviated terms of *C.E.* and *B.C.E.*, also based on the Gregorian calendar, does not in any way, diminish or negate the importance of the terms *A.D.* and *B.C.*

1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

- Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by B.C. and A.D.

3. Compare the development of early world religions, philosophies, and their key tenets.

Examples: Judaism, ... Christianity...

- Identifying cultural contributions of early world religions and philosophies.

Examples: Judaism, ... Christianity...

7. Describe the widespread impact of the Roman Empire.

- Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine.
- Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall

15. Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000 A.D.).

- Describing the role of the early medieval church.

16. Describe major cultural changes in Western Europe in the High Middle Ages (1000-1350 A.D.).

Examples: the Church, scholasticism, Crusades...

- Describing changing roles of church and governmental leadership

17. Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.

Examples: Crusades,...

Summary of Alabama State Standards Regarding Teaching about the Bible and Christianity

Grade 9

World History: 1500 to the Present

3. Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.

Grade 10

United States History to 1877

1. Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans.

- Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
- Comparing European motives for establishing colonies, including mercantilism, religious persecution,...

Grade 12

United States Government

1. Explain historical and philosophical origins that shaped the government of the United States, including the Magna Carta, the Petition of Rights, the English Bill of Rights, the Mayflower Compact, the Virginia Declaration of Rights, and the influence of Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jaques Rousseau, and the Great Awakening.

2. Summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays' Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791.

3. Analyze major features of the Constitution of the United States and the Bill of Rights for purposes, organization, functions, and principles, including rule of law, federalism, limited government, popular sovereignty, judicial review, separation of powers and checks and balances.

- Analyzing the Bill of Rights for its application to historical and current issues

ALABAMA STATE LAWS

§16-1-20.4 Period of quiet reflection

(a) The Legislature of Alabama finds that in the hectic society of today all too few citizens are able to experience even a moment of quiet reflection before plunging headlong into the activities of daily life. Young citizens are particularly affected by the absence of an opportunity for a moment of quiet reflection. The Legislature finds that our young, and society as a whole, would be well served if students in the public schools were afforded a moment of quiet reflection at the beginning of each school day and at the opening of school athletic events and graduation ceremonies.

(b) At the opening of school every day in each public-school classroom, the teacher in charge shall conduct a brief period of quiet reflection for 60 seconds with the participation of every pupil in the classroom.

(c) At the beginning of every school athletic event and graduation ceremony, the principal of the school, or his or her designee, shall conduct a brief period of quiet reflection for 60 seconds. (*Act 98-381, p. 715, §1; Act 2001-428, p. 556, §1.*)

§16-1-20.3 Student-initiated voluntary prayer

(a) The legislative intent and purpose for this section is to protect the freedom of speech guaranteed by the First Amendment to the United States Constitution and Article 1, Section 4 of the Constitution of Alabama of 1901, to define for the citizens of Alabama the rights and privileges that are accorded them on public school and other public property and at school-related events, and to provide guidance to public school officials on the rights and requirements of law they must apply. Further, the intent and purpose of the Legislature is to properly accommodate the free exercise of religious rights of its student citizens in the public schools and at public school events as mandated by the First Amendment to the United States Constitution and the judicial interpretations thereof as given by the United States Supreme Court.

Summary of Alabama State Standards Regarding Teaching about the Bible and Christianity

(b) On public school, other public, or other property, non-sectarian, non-proselytizing student-initiated voluntary prayer, invocations and/or benedictions, shall be permitted during compulsory or non-compulsory school-related student assemblies, school-related student sporting events, school-related graduation or commencement ceremonies, and other school-related student events.

(c) Nothing in this section shall otherwise diminish the right of any student or person to exercise his or her rights of free speech and religion, including prayer, as permitted by the United States Constitution and the Alabama Constitution on public school or other public property, or other property, at times or events other than those stated in subsection (b).

(d) The exercise of these rights on public school or other public property, or on other property for school-related activities, by students or others, shall not be construed to indicate any support, approval, or sanction by the State of Alabama, any political subdivision thereof, municipal corporation, governmental entity of any description, or any agent or employee of any governmental entity of the contents of any such prayer, invocation, benediction, or other activity, or be an unconstitutional use of any public school property or other public property, or be the promotion or establishment of any religion or religious belief. (*Acts 1993, 1st Ex. Sess., No. 93-850, p. 77, §§1-4.*)

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

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Summary of Alaska State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2016 Alaska State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can and in some cases are expected to teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at WWW.education.alaska.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Alaska English/Language Arts Standards 2012

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Writing Standards – Research to Build and Present Knowledge

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 *Reading standards to literature* (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.”).

Social Studies

Geography

B. A student should be able to utilize, analyze, and explain information about the human and physical features of places and regions.

A student who meets the content standard should:

- 5) describe and demonstrate how places and regions serve as cultural symbols, such as the Statue of Liberty;
- 7) understand that a region is a distinct area defined by one or more cultural or physical features;

D. A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.

A student who meets the content standard should:

- 1) know that the need for people to exchange goods, services, and ideas creates population centers, cultural interaction, and transportation and communication links;

Government and Citizenship

A. A student should know and understand how societies define authority, rights, and responsibilities through a governmental process.

A student who meets the content standard should:

- 2) understand the meaning of fundamental ideas, including equality, authority, power, freedom, justice, privacy, property, responsibility, and sovereignty;

B. A student should understand the constitutional foundations of the American political system and the democratic ideals of this nation.

A student who meets the content standard should:

- 2) recognize American heritage and culture, including the republican form of government, capitalism, free enterprise system, patriotism, strong family units, and freedom of religion;

Summary of Alaska State Standards Regarding Teaching about the Bible and Christianity

History

A. A student should understand that history is a record of human experiences that links the past to the present and the future.

A student who meets the content standard should:

- 6) know that cultural elements, including language, literature, the arts, customs and belief systems, reflect the ideas and attitudes of a specific time and know how the cultural elements influence human interaction.

B. A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

A student who meets the content standard should:

- 1) comprehend the forces of change and continuity that shape human history through the following persistent organizing themes:
 - c) the origin and impact of ideologies, religions, and institutions upon human societies;
- 2) understand the people and the political, geographic, economic, cultural, social, and environmental events that have shaped the history of the state, the United States, and the world;
- 3) recognize that historical understanding is relevant and valuable in the student's life and for participating in local, state, national, and global communities;
- 4) recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns;

Skills for a Healthy Life

B. A student should be able to demonstrate responsibility for the student's well-being.

A student who meets the content standard should:

- 3) assess the effects of culture, heritage, and traditions on personal well-being;
- 4) develop an awareness of how personal life roles are affected by and contribute to the well-being of families, communities, and cultures;
- 6) understand how personal relationships, including those with family, friends, and co-workers, impact personal well-being.

C. A student should understand how well-being is affected by relationships with others.

A student who meets the content standard should:

- 6) assess the effects of culture, heritage, and traditions on well-being.

D. A student should be able to contribute to the well-being of families and communities.

A student who meets the content standard should:

- 4) identify and evaluate the roles and influences of public and private organizations that contribute to the well-being of communities;

Cultural

A. Culturally knowledgeable students are well grounded in the cultural heritage and traditions of their community.

- 1) assume responsibility for their role in relation to the wellbeing of the cultural community and their life-long obligations as a community member;
- 3) acquire and pass on the traditions of their community through oral and written history;
- 6) live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior.

B. Culturally knowledgeable students are able to build on the knowledge and skills of the local cultural community as a foundation from which to achieve personal and academic success throughout life.

- 1) acquire insights from other cultures without diminishing the integrity of their own;
- 2) make effective use of the knowledge, skills and ways of knowing from their own cultural traditions to learn about the larger world in which they live;

Summary of Alaska State Standards Regarding Teaching about the Bible and Christianity

C. Culturally knowledgeable students are able to actively participate in various cultural environments.

- 1) perform subsistence activities in ways that are appropriate to local cultural traditions;
- 2) make constructive contributions to the governance of their community and the well-being of their family;
- 3) attain a healthy lifestyle through which they are able to maintain their own social, emotional, physical, intellectual and spiritual well-being;

E. Culturally knowledgeable students demonstrate an awareness and appreciation of the relationships and processes of interaction of all elements in the world around them.

- 1) recognize and build upon the inter-relationships that exist among the spiritual, natural and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others;
- 3) demonstrate an understanding of the relationship between world view and the way knowledge is formed and used;
- 6) anticipate the changes that occur when different cultural systems come in contact with one another;
- 7) determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds;

ALASKA STATE LAWS

§14.03.130 Display of flags and pledge of allegiance

(a) United States and Alaska flags shall be displayed upon or near each principal school building during school hours and at other times the governing body considers proper. The governing body shall require that the pledge of allegiance be recited regularly, as determined by the governing body. A person may recite the following salute to the flag of the United States or maintain a respectful silence: "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all." (*Current 2016.*)

§44.12.075. Family Day and Family Preservation Month.

Family Day is established on May 1 of each year to celebrate the institution of the family. The month of May each year is established as Preservation of the Family Month to encourage the preservation of the institution of the family. Family Day and Preservation of the Family Month may be observed by suitable observances by families, such as a family discussion of the role of families, the rights and responsibilities of children and parents, and appropriate methods for the resolution of violent feelings in family conflict, and by exercises by civic groups and the public. In observance of Family Preservation Month, the Department of Health and Social Services shall encourage the prevention of child abuse and neglect in Alaska families. (*Current 2016.*)

§44.12.072 Alaska Day of Prayer

The Alaska Day of Prayer is established on the first Thursday in May each year as an opportunity for residents of all faiths to join in united prayer to give thanks for blessings received, to request healing for wounds endured, to ask divine guidance for our leaders, and to bring wholeness to the citizens of our state and our nation. (*Current 2016.*)

Alaska Constitution Preamble

We the people of Alaska, grateful to God and to those who founded our nation and pioneered this great land, in order to secure and transmit to succeeding generations our heritage of political, civil, and religious liberty within the Union of States, do ordain and establish this constitution for the State of Alaska.

Summary of Alaska State Standards Regarding Teaching about the Bible and Christianity

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

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Summary of Arizona State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Arizona State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can and in some cases are expected to teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.azed.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Arizona English Language Arts Standards 2016

Grade 8

Reading Standards for Literature

Integration of Knowledge and Ideas

8.RL.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories or religious works, including describing how the material is rendered new.

Writing Standards

Research to Build and Present Knowledge

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 8 *Reading standards to literature*. [Editor's note: *Grade 8 Reading standards to literature includes religious works*]

Social Studies

Kindergarten

History

The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

K.H1.1 Compare one's own culture with the culture of others.

- Key cultures include those in the classroom, community...

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

K.H4.1 Explain and explore origins of key American symbols, traditions and holidays

- Key traditions include but are not limited to the Pledge of Allegiance and National Anthem.
- Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day

K.H4.2 Explore the stories of key historical figures through informational text and biographies [Editor's Note: *This can include religious leaders and figures*]

Grade 1

History

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

1.H1.1 Explain how ideas and innovation can contribute to a community by utilizing primary sources (artifacts, photographs, newspapers, speakers) and secondary sources (biographies, stories, articles).

Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

1.H4.1 Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country

- Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols

Summary of Arizona State Standards Regarding Teaching about the Bible and Christianity

- Holidays include but are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day
- Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders

1.H4.2 Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day

Grade 2

History

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world

2.H1.1 Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

2.H1.2 Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.

2.H1.3 Examine developments from the civilization and/or culture in place or region studied.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world

2.H3.1 Generate questions about the institutions and belief systems of different societies.

- Key concepts include but are not limited to religion, governments, economic systems, and education

Grade 3

Civics

An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

3.C3.2 Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government [*Editor's Note: Churches and religious missions and religious ministries are voluntary organizations*]

Geography

The use of geographic representations and tools helps individuals understand their world.

3.G1.1 Use and construct maps and graphs to represent changes in Arizona over time.

- Key concepts include but are not limited to distinct physical and cultural characteristics of Arizona including... religious cultures

Grade 4

History

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

4.H1.1 Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

- Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

4.H2.1 Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

4.H3.1 Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.

Summary of Arizona State Standards Regarding Teaching about the Bible and Christianity

- Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality

Grade 5

Civics

Citizens have individual rights, roles, and responsibilities.

5.C2.1 Explain how a republic relies on people's responsible participation within the context of key historical events pre-American Revolution to Industrialization.

- Key concepts include but are not limited to volunteerism, joining associations and groups, joining political parties, using the First Amendment (free speech, religion, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements, and serving in the military

An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

5.C3.1 Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

- Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention
- Key functions of the United States government as outlined in the Preamble
- Key organization of the Constitution include the Preamble, seven Articles, and Amendments (including the Bill of Rights)

Grade 6

Global Studies: World Regions and Cultures of the Eastern Hemisphere

Early civilizations - Renaissance & Reformation

The content focus will be viewed through geographic and historical lenses. Sixth grade students will understand the cultural, religious, economic, and political systems of selected societies in the Eastern Hemisphere...A course on world regions and cultures can be approached from many angles and perspectives.

Topics to pursue in 6th grade

- World religions including, but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism, (origins, founders, major tenets, practices, and sacred writings)
- Classical civilizations such as Greek, Roman, Persian, and Chinese (political, social, religious, and economic systems)

Civics

Citizens have individual rights, roles, and responsibilities

6.C2.1 Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied

Geography

The use of geographic representations and tools helps individuals understand their world.

6.G1.1 Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

- Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, ...

Summary of Arizona State Standards Regarding Teaching about the Bible and Christianity

History

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

6.H1.1 Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods.

Cycles of conflict and cooperation have shaped relations among people, places, and environments.

6.H2.1 Evaluate the causes and effects of conflict and resolution among different societies and cultures.

- Key factors such as control and use of natural resources, political power, religious rivalry, ...

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

6.H3.1 Analyze the impact of religious, government, and civic groups over time.

6.H3.2 Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.

- Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism

6.H3.3 Explain why communities, states, and nations have different motivations for their choices including individual rights, freedoms, and responsibilities. [*Editor's Note: This could include the role of religion in motivations for their choices*]

Grade 7

History

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

7.H3.1 Compare the origins and spread of influential ideologies and both religious and non-religious worldviews.

7.H3.3 Trace how individual rights, freedoms, and responsibilities have evolved over time.

7.H3.4 Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings.

Grade 8

History

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

8.H3.1 Explain how and why prevailing civil, social, religious, and political movements changed the United States during the 20th and 21st centuries.

High School

Civics/Government

The course should include content from the following topics:

American political culture, values, and principles that are basic to American constitutional democracy and the republic such as individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, freedom of religion, civilian control of the military, and equality

US History

The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

HS.H1.5 Explain how religions and belief systems have affected the origins of societies.

Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

HS.H3.2 Analyze how ideologies, religion, and belief systems have influenced economic, political, and social institutions over time.

Summary of Arizona State Standards Regarding Teaching about the Bible and Christianity

HS.H3.4 Evaluate how societies have balanced individual freedoms, responsibilities, and human dignity versus the common good.

World History

The course should include but is not limited to the following topics of study:

World Belief Systems including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, Taoism, and as well as non-religious worldviews and ideologies (origins, founders, major tenets, practices, and sacred writings). Topics may include but are not limited to beliefs about the origins of the universe, political correctness, humanism, secularism, monotheism, polytheism, agnosticism, and atheism.

History and Literature of the Biblical Era Elective (2013)

Concept 1: History and Literature of the Old Testament Era

This concept focuses on the literary style and historical impact from texts of the Old Testament era, the customs and cultures of the peoples and societies, and the influence of the texts upon law, history, government, literature, art, music, customs, morals, values, and culture. Topics may include historical background and events of the period; the poetry; the influence of the history and literature of the era on subsequent art, music, literature, law, and events, including recent and current events.

HS.OTE.1. Demonstrate an understanding of the major narratives, characters, stories and poetry contained in biblical texts and how they are used in literature, art and music.

- Demonstrate comprehension of the variety of literary forms in the biblical text.
- Identify, analyze and apply knowledge of structures, symbolism, motifs, and the use of language (e.g. diction, imagery, figurative language, alliteration) in biblical text.
- Understand and explain the influence of the Bible in classic and contemporary art, music and literature, including poetry, drama, and prose.

HS.OTE.2. Participate in discussions related to academic analysis of biblical texts.

- Analyze the significance of biblical texts.
- Examine, compare, and contrast various translations.
- Demonstrate understanding of biblical narratives and analyze their influence on allusions in western literature.

HS.OTE.3. Demonstrate an understanding of biblical text and their impact on the history, religion, government, and law of various cultures.

- Compare and contrast the events and people from the text to the historical era.
- Investigate the influences of the texts on contemporary culture, to include history, government, law, customs, morals, and values.

Concept 2: History and Literature of the New Testament Era

This concept focuses on the literary style and historical impact from texts of the New Testament era, the customs and cultures of the peoples and societies, and the influence of the texts upon law, history, government, literature, art, music, customs, morals, values, and culture. Topics may include historical background and events of the period; the poetry; the influence of the history and literature of the era on subsequent art, music, literature, law, and events, including recent and current events.

HS.NTE.1. Demonstrate an understanding of the major narratives, characters, stories and poetry contained in biblical texts and how they are used in literature, art and music.

- Demonstrate comprehension of the variety of literary forms in the biblical text.
- Identify, analyze and apply knowledge of structures, symbolism, motifs, and the use of language (e.g. diction, imagery, figurative language, alliteration) in biblical text.
- Understand and explain the influence of the Bible in classic and contemporary art, music and literature, including poetry, drama, and prose.

Summary of Arizona State Standards Regarding Teaching about the Bible and Christianity

HS.NTE.2. Participate in discussions related to academic analysis of biblical texts.

- a. Analyze the significance of biblical texts.
- b. Examine, compare, and contrast various translations.
- c. Demonstrate understanding of biblical narratives and analyze their influence on allusions in western literature.

HS.NTE.3. Demonstrate an understanding of biblical text and their impact on the history, religion, government, and law of various cultures.

- a. Compare and contrast the events and people from the text to the historical era.
- b. Investigate the influences of the texts on contemporary culture, to include history, government, law, customs, morals, and values.

Health and Nutrition (2010)

Grades 6 - 8

Strand 2: Analysis of Factors Affecting Health Behaviors

Concept 1: External Influences on Personal Health

PO 2. Describe the influence of culture on health beliefs, practices, and behaviors

Concept 2: Internal Influences on Personal Health

PO 2. Explain the influence of personal values and beliefs on individual health practices and behaviors

Grades 9 - 12

Concept 1: External Influences on Personal Health

PO 2. Analyze how the culture supports and challenges health beliefs, practices, and behaviors

Concept 2: Internal Influences on Personal Health

PO 2. Analyze the influence of personal values and beliefs on individual health practices and behaviors

ARIZONA STATE LAWS

§15-717 American history and heritage

A teacher or administrator in any school in this state may read or post in any school building copies or excerpts of the following materials:

1. The National Motto.
2. The National Anthem.
3. The Pledge of Allegiance.
4. The Preamble to The Constitution of This State.
5. The Declaration of Independence.
6. The Mayflower Compact.
7. Writings, speeches, documents and proclamations of the founding fathers and the presidents of the United States.
8. Published decisions of the United States Supreme Court.
9. Acts of the United States Congress. (*Arizona Revised Statutes, Last Updated: March 31, 2016*)

§15-717.01 Bible influence; elective course; requirements; immunity

A. The state board of education shall include in history or English arts standards, or both, concepts that include:

1. The history and literature of the Old Testament era.
2. The history and literature of the New Testament era.

B. The standards adopted pursuant to subsection A of this section shall not require that pupils who do not enroll in the elective course prescribed in this section receive instruction on the historical study of biblical text.

C. A school district or charter school may offer an elective course pertaining to how the bible has influenced western culture for pupils in grades nine through twelve. A school may offer this course as an online course. A school district or charter school may develop a new curriculum or use an existing curriculum that includes teachers' guides and that is currently in use in public schools in this state or in other states. An existing curriculum that is used by a school district or charter school shall meet the standards and guidelines prescribed in this section.

Summary of Arizona State Standards Regarding Teaching about the Bible and Christianity

D. Before a school offers a course under this section, a legal review shall be conducted to ensure that the course complies with the first amendment to the United States Constitution.

E. A course offered under this section shall be designed to:

1. Familiarize pupils with the contents, characters, poetry and narratives that are prerequisites to understanding society and culture, including literature, art, music, mores, oratory and public policy.
2. Familiarize pupils with the following:
 - (a) The contents of the Old Testament and the New Testament.
 - (b) The history recorded by the Old Testament and the New Testament.
 - (c) The literary style and structure of the Old Testament and the New Testament.
 - (d) The influence of the Old Testament and the New Testament on laws, history, government, literature, art, music, customs, morals, values and culture.

F. A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious or nonreligious views, traditions and perspectives of pupils. This section is not intended to violate any provision of the United States Constitution, the Constitution of Arizona or state law or any rules, guidelines or regulations adopted by the United States department of education, the state board of education or the Arizona department of education.

G. A pupil shall not be required to use a specific translation as the sole text of the old testament or the new testament and may use as the basic textbook a different translation of the old testament or the new testament from that chosen by the school district governing board, the charter school governing body or the pupil's teacher.

H. Personnel shall not be assigned to teach a course offered under this section based on any of the following:

1. A religious or nonreligious test.
2. A profession of faith or lack of faith.
3. Prior or current religious affiliation or a lack of religious affiliation.

I. A teacher who instructs a course offered under this section in its appropriate historical context and in good faith shall be immune from civil liability and disciplinary action pursuant to section 15-535. (*Arizona Revised Statute: ARS 15-717.01. Bible influence; elective course; requirements; immunity; Approved 10.28.13*)

§15-342 Discretionary powers – Period of Silence

The governing board may: Require a period of silence to be observed at the commencement of the first class of the day in the schools. If a governing board chooses to require a period of silence to be observed, the teacher in charge of the room in which the first class is held shall announce that a period of silence not to exceed one minute in duration will be observed for meditation, and during that time no activities shall take place and silence shall be maintained. (*15-342. Discretionary powers L11, Ch. 344, sec. 12. Eff. until 7/1/13. However, this stays in effect "as is" on 7/1/13*)

§15-110 Rights of students at public educational institutions; limitations; definition

A. A public educational institution shall not discriminate against students or parents on the basis of a religious viewpoint or religious expression.

B. If an assignment requires a student's viewpoint to be expressed in coursework, artwork or other written or oral assignments, a public educational institution shall not penalize or reward a student on the basis of religious content or a religious viewpoint. In such an assignment, a student's academic work that expresses a religious viewpoint shall be evaluated based on ordinary academic standards of substance and relevance to the course curriculum or requirements of the coursework or assignment.

C. Students in public educational institutions may pray or engage in religious activities or religious expression before, during and after the school day in the same manner and to the same extent that students may engage in nonreligious activities or expression.

D. Students in public educational institutions may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted. (*2009*)

Summary of Arizona State Standards Regarding Teaching about the Bible and Christianity

Arizona Constitution Preamble

We the people of the State of Arizona, grateful to Almighty God for our liberties, do ordain this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES _____

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www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Arkansas State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2014 Arkansas State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can and in some cases are expected to teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.arkansased.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Arkansas English Language Arts Standards 2016

Reading for Literature

9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches of the author(s).

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, describing how the original material is adapted.

Grades 9 – 10

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible; how a later author draws on a play by Shakespeare).

Writing - Research to Build and Present Knowledge

Grade 8

W.8.9 Draw evidence from literary and/or informational texts to support analysis, reflection, and research.

W.8.9.A Apply Grade 8 *Reading standards to literature*.

Grades 9 – 10

W.9-10.9 Draw evidence from literary and/or informational texts to support analysis, reflection, research, and synthesis.

W.9-10.9.A Apply Grades 9-10 *Reading standards to literature*.

Social Studies

Grades K - 4

Strand: Civics/Government

Content Standard 2: Participation and Deliberation - Students will analyze civic rights, roles, and responsibilities.

Kindergarten

C.2.K.1 Recognize state and national symbols and patriotic songs

C.2.K.2 Identify the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags

Grade 1

C.2.1.1 Describe state and national symbols and patriotic songs

C.2.1.2 Discuss the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags

Grade 2

C.2.2.1 Explain the significance of state and national symbols, patriotic songs, and mottos

C.2.2.2 Explain the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags

Grade 3

C.2.3.1 Investigate origins of state and national symbols, patriotic songs, and mottos

C.2.3.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags

Summary of Arkansas State Standards Regarding Teaching about the Bible and Christianity

Grade 4

C.2.4.1 Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship

C.2.4.2 Demonstrate the procedures for recitation of the Pledge of Allegiance and proper etiquette for the Arkansas and American Flags

Strand: Geography

Content Standard 9: Human-Environment Interaction - Students will analyze the interaction between humans and the environment.

Kindergarten

G.9.K.2 Discuss cultural characteristics among families and in the community

Grade 1

G.9.1.2 Discuss how cultural characteristics create diversity in a community, place, or region

Grade 2

G.9.2.2 Describe ways different *cultures* help shape the diversity of a community, place, or region

Grade 3

G.9.3.2 Describe effects of cultural characteristics on population distribution in a specific place

Grade 4

G.9.4.2 Analyze ways cultural characteristics influence population distribution in regions of the United States and the world

Content Standard 11: Global Interconnections - Students will compare global places and regions and the connections between them.

Kindergarten

G.11.K.1 Discuss connections to other people in places around the world (e.g., where products are made, celebrations, dance, art, food, toys)

Strand: History

Content Standard 12: Chronology, Change Over Time, and Contextualization - Students will analyze chronology, patterns of continuity and change over time, and contextualization on historical events.

Kindergarten

H.12.K.5 Identify the purpose of national holidays and describe the people or events celebrated (e.g., Thanksgiving, Veteran's Day, President's Day, Martin Luther King, Jr. Day)

Grade 1

H.12.1.5 Explain the significance of national holidays and the achievement of people associated with them

Grade 2

H.12.2.1 Create historical narratives using chronological sequences of related events in the community or region (e.g., founding of the town, construction of an important building)

Grade 3

H.12.3.1 Create historical narratives using chronological sequences of related events in the community, region, or state (e.g., origin of a historic celebration in the community, Arkansas Traveler, important person)

H.12.3.2 Explain the importance of people and events on timelines to show understanding of historical significance in early Arkansas history (e.g., American Indians, exploration, settlement, statehood)

Content Standard 13: Perspective, Historical Evidence, and Causation - Students will analyze ways people gather, view, construct, and interpret historical evidence.

Kindergarten

H.13.K.5 Formulate questions that relate to a family member, family event, or family tradition

Grade 1

H.13.1.5 Formulate questions that relate to a family member, family event, or family tradition

Summary of Arkansas State Standards Regarding Teaching about the Bible and Christianity

Grades 5 - 6

Strand: Civics/Government

Content Standard 1: Civic and Political Institutions - Students will analyze the impact of origins, structures, and functions of institutions on society and citizens.

Grade 5

C.1.5.1 Examine foundational documents of the United States government (e.g., Magna Carta, English Bill of Rights, Mayflower Compact, Declaration of Independence, Articles of Confederation, U.S. Constitution)

Grade 6

C.1.6.1 Examine origins and purposes of government to 1500 C.E. (e.g., belief systems, Mandate of Heaven, resource allocation, Magna Carta)

Content Standard 2: Participation and Deliberation - Students will analyze civic rights, roles, & responsibilities.

C.2.6.1 Compare ways in which various civilizations foster social responsibility and civic virtues

Strand: Geography

Content Standard 9: Human-Environment Interaction - Students will analyze the interaction between humans and the environment.

Grade 5

G.9.5.2 Analyze ways cultural characteristics influenced population distribution in the early Americas through the post-Revolutionary period

Grade 6

G.9.6.2 Analyze ways cultural characteristics influenced population distribution in various civilizations up to 1500 C.E.

Content Standard 10: Spatial Patterns and Movement - Students will interpret the spatial characteristics and patterns of human settlement.

Grade 5

G.10.5.2 Examine effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas using multiple sources of information (e.g., trade routes, water ways, geographic barriers, accessibility)

Grade 6

G.10.6.2 Analyze effects of environmental and cultural characteristics on the distribution and movement of people, goods, and ideas in various regions of the world using multiple sources of information

Strand: History

Content Standard 12: United States Beginnings Through 1820s - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of the United States.

Grade 5

H.12.5.3 Examine reasons for European exploration in the Americas from multiple perspectives (e.g., trade, religion, colonies, spheres of influence, wealth)

H.12.5.7 Research the development of the colonies by generating compelling and supporting questions to guide inquiry (e.g., Why did people settle where they did? How did they solve problems? Was life better in the colonies than in England? Was life better in some colonies than others? How were patterns of settlement influenced by beliefs, economics, and geography?)

H.12.5.9 Analyze causes and ideas leading to the American Revolution (e.g., French and Indian War, Stamp Act, Intolerable Acts, Boston Tea Party, independence, representation, liberty)

Summary of Arkansas State Standards Regarding Teaching about the Bible and Christianity

Content Standard 13: World History Beginnings of Civilization Through 1500 C.E. - Students will analyze key historical periods; patterns of change over time; and ways people view, construct, and interpret the history of nations and cultures of the world.

Grade 6

Era 2: Early Civilizations 4000-1000 B.C.E.

H.13.6.4 Construct arguments about characteristics necessary for a civilization using multiple sources (e.g., writing systems, government, religion...)

Era 3: Classical Traditions, Major Religions, and Giant Empires 1000 B.C.E.-300 C.E.

H.13.6.10 Examine key concepts and influences of major belief systems on societies: Buddhism, Christianity, Confucianism, Hinduism, Judaism

Era 4 - Expanding zones of exchange and encounter 300 C.E.-1000 C.E.

H.13.6.14 Examine key concepts and influences of major belief systems on societies: Buddhism, Christianity, Confucianism, Hinduism, Judaism, Islam

Era 5 - Global Interactions 1000 C.E.-1500 C.E.

H.13.6.19 Analyze effects of cultural interactions and connections among societies over time (e.g., art, literature, religion, architecture, music, science, technology)

Grade 7

Geography

Note: Cultural characteristic - Specific idea, beliefs system, or pattern of behavior that characterizes a society or a culturally distinct social group (e.g., cultural characteristics are expressed in celebrations, national holidays, ...)

Strand: World in Spatial Terms

Content Standard 4: Students will apply geographic skills and tools to interpret the past, the present, and plan for the future.

WST.4.7.1 Explain physical and cultural changes in places and regions over time using a variety of sources including geographic representations (e.g., .. beliefs...)

Strand: Human Systems

Content Standard 6: Students will evaluate the characteristics, distribution, and complexity of cultural regions.

HS.6.7.1 Examine the cultural characteristics of various regions (e.g., celebrations, language, child-rearing, clothing, food, beliefs, behaviors)

High School

Civics

Strand: Participation and Deliberation

Content Standard 4: Students will analyze ways that government protects the rights of citizens.

PD.4.C.1 Analyze historical documents and events that set the ideological foundations for the U.S. Constitution (e.g., Magna Carta, Mayflower Compact, Declaration of Independence...)

World Geography

Strand: World in Spatial Terms

Note: Cultural characteristic - Specific idea, beliefs system, or pattern of behavior that characterizes a society or a culturally distinct social group (e.g., cultural characteristics are expressed in celebrations, national holidays, ...)

Content Standard 1: Students will interpret spatial information using geographic representations and geospatial technologies.

WSP.1.G.1 Investigate political, cultural, and economic relationships between places and regions using geographic representations and geospatial technologies

Summary of Arkansas State Standards Regarding Teaching about the Bible and Christianity

Strand: Human Systems

Content Standard 5: Students will evaluate the characteristics, distribution, and complexity of Earth's cultural regions.

HS.5.G.1 Analyze a variety of factors that create cultural regions and affect spatial patterns and movements of various cultures (e.g., beliefs, languages, ethnicity, gender)

World History

Strand: Era 6: Emergence of First Global Age 1450-1770

Content Standard 1: Students will analyze the transformations and innovations of the first global age.

Era6.1.WH.1 Analyze the motivations that led to the exploration and the expansion of empires: Belief systems...

Strand: Era 7: Age of Revolutions 1750-1900

Note: Cultural characteristic - Specific idea, beliefs system, or pattern of behavior that characterizes a society or a culturally distinct social group (e.g., cultural characteristics are expressed in celebrations, national holidays,...)

Content Standard 2: Students will analyze the global revolutionary changes that shaped the emerging modern world.

Era7.2.WH.4 Analyze the reasons for and consequences of involuntary and voluntary mass migration (e.g., historical events, cultural practices...)

United States Government

Strand: Political Philosophy

Content Standard 1: Students will analyze the multiple perspectives of various sources that shaped the formation of the United States government.

PP.1.USG.2 Analyze the influence of social, economic, and political factors within the American colonies on the formation of the American government

Content Standard 2: Students will analyze the rationale of the Founding Fathers in selecting a republican, representative democracy over other forms of government.

PP.2.USG.1 Analyze social, economic, and political factors that influenced the American colonists to overthrow British monarchical rule

PP.2.USG.2 Analyze social, economic, and political factors that influenced the Founding Fathers to limit the powers of government

PP.2.USG.4 Construct explanations of the decision to establish a republican, representative democracy by the Founding Fathers

Strand: Structure of the Constitution

Content Standard 3: Students will analyze the organization and content of the United States Constitution.

SC.3.USG.2 Analyze the purposes of government in relation to the Preamble

SC.3.USG.4 Analyze the purposes of the Bill of Rights

Strand: Interpretation and Application of Constitutional Principles

Content Standard 7: Students will analyze various interpretations of the U.S. Constitution.

IACP.7.USG.1 Analyze major U.S. Supreme Court decisions affecting our understanding of the U.S. Constitution

IACP.7.USG.2 Explain ways the U.S. Constitution and U.S. Supreme Court decisions have and have not protected civil liberties from governmental intrusion

IACP.7.USG.4 Analyze various federal laws, policies, and rulings concerning civil rights of individuals and groups

Content Standard 8: Students will analyze the application of U.S. constitutional principles to address local and national issues.

IACP.8.USG.3 Analyze local and national issues addressing fundamental rights of individuals (e.g., civil liberties, due process, equal protection)

Summary of Arkansas State Standards Regarding Teaching about the Bible and Christianity

ARKANSAS STATE LAWS

6-16-145 Academic Study of the Bible Course

(a) (1) The State Board of Education shall allow for an elective academic study of the Bible course or courses that consist of a nonsectarian, nonreligious academic study of the Bible and its influence on literature, art, music, culture, and politics to be offered to students in public school districts if the academic study of the Bible course meets the standards listed in this section. (2) The curriculum standards submitted by a public-school district for approval of an academic study of the Bible course shall meet the: (A) Academic rigor and curriculum standards of other elective courses approved by the state board; and (B) Requirements of the Arkansas Constitution and the United States Constitution.

(b) (1) A public school district that elects to offer an academic study of the Bible course shall implement the course in accordance with the Arkansas Constitution and the United States Constitution, including the manner in which the course is taught in the classroom and the assignment of school district personnel teaching the course. (2) Personnel assigned to teach the course shall be licensed to teach in the State of Arkansas. (3) Personnel shall not be assigned to teach the course based on any: (A) Religious test; (B) Profession of faith or lack of faith; (C) Prior or present religious affiliation or lack of affiliation; or (D) Criteria involving particular beliefs or lack of beliefs about the Bible.

(c) An academic study of the Bible course offered by a public-school district shall: (1) Be taught in an objective and nondevotional manner with no attempt made to indoctrinate students as to either the truth or falsity of the biblical materials or texts from other religious or cultural traditions; (2) Not include teaching of religious doctrine or sectarian interpretation of the Bible or of texts from other religious or cultural traditions; and (3) Not disparage or encourage a commitment to a set of religious beliefs.

(d) A public-school district that elects to offer an academic study of the Bible course shall use only the standards in this section to: (1) Evaluate textbooks for an academic study of the Bible course; and (2) Teach an academic study of the Bible course. (*Acts 2013, No. 1440, § 1.*)

§6-16-108 Recitation of the Pledge of Allegiance

(a) The State Board of Education shall adopt a policy to require that public school students in grades kindergarten through twelve (K-12) participate in a daily recitation of the Pledge of Allegiance during the first class of each school day.

(b) The policy shall:

(1) Require that at the time designated for the recitation of the Pledge of Allegiance students shall stand and recite the Pledge of Allegiance while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform;

(2) (A) Provide that no student shall be compelled to recite the Pledge of Allegiance if the student or the student's parent or legal guardian objects to the student's participating in the exercise on religious, philosophical, or other grounds. (B) Students who are exempt from reciting the Pledge of Allegiance under subdivision (b)(2)(A) of this section shall be required to remain quietly standing or sitting at their desks while others recite the Pledge of Allegiance;

(3) (A) Provide that teachers or other school staff who have religious, philosophical, or other grounds for objecting are exempt from leading or participating in the exercise. (B) If a teacher chooses not to lead the Pledge of Allegiance, the policy shall require that another suitable person shall be designated either by the teacher or principal to lead the class; and

(4) Require the school to provide appropriate accommodations for students, teachers, or other staff who are unable to comply with the procedures described in this section due to disability. (*Acts 2003, No. 1333, § 1.*)

§6-16-101 Celebrate Freedom Week

(a) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the last full week of classes in September in Arkansas public schools shall be recognized as "Celebrate Freedom Week".

Summary of Arkansas State Standards Regarding Teaching about the Bible and Christianity

(b) (1) During Celebrate Freedom Week, all social studies classes shall include instruction as determined by each school in each social studies class. (2) It is recommended that the instruction include discussion about the meaning and importance of the Declaration of Independence and the United States Constitution, with an emphasis on the Preamble and the Bill of Rights, in the document's historical context. (3) It is suggested that a study of the Declaration of Independence include exercises related to the relationship of the ideas expressed in that document to subsequent American history, including the relationship among ideas contained in the document and the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the United States Constitution, the abolitionist movement and how it led to the adoption of the Emancipation Proclamation, and the women's suffrage movement. (*Acts 2003, No. 682, § 1.*)

§6-16-122 American Heritage

(a) Local school boards shall allow any teacher or administrator in a public school district of this state to read or post in a public school building, classroom, or event any excerpts or portions of: (1) The Preamble to the Arkansas Constitution; (2) The Declaration of Independence; (3) The United States Constitution; (4) The Mayflower Compact; (5) The National Motto; (6) The National Anthem; (7) The Pledge of Allegiance; (8) The writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States; (9) Organic documents from the Pre-Colonial, Colonial, Revolutionary, Federalist, and Post-Federalist Eras; (10) United States Supreme Court Decisions; and (11) Acts of the United States Congress.

(b) There shall be no content-based censorship of American history or heritage in this state based on religious or other references in these writings, documents, and records.

(c) A copy of this section shall be distributed to the superintendent of each school district in the state by the Department of Education, whereupon the superintendents then shall provide a copy to each teacher and each school board member. (*Acts 1995, No. 295, §§1, 2; 2003, No. 290, §1.*)

§6-10-115 Period of silence

(a) A public school in this state shall observe a one (1) minute period of silence at the beginning of school each school day.

(b) During the period of silence, a student may, without interfering with or distracting another student: (1) Reflect; (2) Pray; or (3) Engage in a silent activity.

(c) A teacher or school employee in charge of a public-school classroom shall ensure that all students remain silent and do not interfere with or distract another student during the period of silence. (*Acts 1995, No. 397, §1; 1995, No. 539, §1; 2013, No. 576, §1.*)

§1-4-133 Display of national motto

(a) (1) If funds under subsection (b) of this section are available, local school superintendents of the public schools in this state and the administrative officials of state agencies shall place a durable poster or framed copy representing:

(A) The national motto of the United States, "In God We Trust"; (B) An accurate representation of the United States flag, which shall be centered under the national motto; and (C) An accurate representation of the Arkansas state flag.

(2) The materials in subdivision (a)(1) of this section may be displayed in each: (A) Public elementary and secondary school library and classroom in this state; and (B) Public building or facility in this state that is maintained or operated by state funds.

(b) The copies or posters authorized under this section shall either be donated or shall be purchased solely with funds made available through voluntary contributions to the local school boards or the Building Authority Division of the Department of Finance and Administration. (*Acts 2017, No. 911, § 1.*)

Summary of Arkansas State Standards Regarding Teaching about the Bible and Christianity

Arkansas Constitution Preamble

We, the People of the State of Arkansas, grateful to Almighty God for the privilege of choosing our own form of government; for our civil and religious liberty; and desiring to perpetuate its blessings and secure the same to ourselves and posterity; do ordain and establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES ---

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

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What follows are excerpts from the current California State Department of Education's Academic Standards and History-Social Science Framework, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.cde.ca.gov/ci. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

California Common Core State Standards for ELA 2013

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 *Reading standards to literature* (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 *Reading standards to literature* (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

Learning and Working Now and Long Ago

K.1 Students understand that being a good citizen involves acting in certain ways.

K.1.2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

K.1.3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

K.6 Students understand that history relates to events, people, and places of other times.

K.6.1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving ...).

Grade 1

A Child's Place in Time and Space

1.1 Students describe the rights and individual responsibilities of citizenship.

1.1.2 Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule."

Summary of California State Standards Regarding Teaching about the Bible and Christianity

1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.

- 1.3.2 Understand the significance of our national holidays and the heroism and achievements of the people associated with them.
- 1.3.3 Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them.

1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.

- 1.5.3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.

Grade 2

People Who Make a Difference

2.5. Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others' lives.

"Members of students' families may be invited to tell about the experiences of their families. Literature and informational texts may be shared to spark inquiry and help students acquire deeper insights into life in the past and the cultures from which the families came; the stories, games, and festivals that parents or grandparents might have enjoyed as children; the work that students as well as their families would have been expected to do; their religious practices; and the dress, manners, and morals expected of family members at that time. Students are encouraged to compare and contrast their daily lives with those of families who lived in the past." (Excerpt from the 2016 History-Social Science Framework, Pg 48)

Grade 3

Continuity and Change

3.3 Students draw from historical and community resources...

- 3.3.1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.

3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.

- 3.4.3 Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol).
- 3.4.6. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.).

Grade 4

California: A Changing State

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the Pre-Columbian societies to the Spanish mission and Mexican rancho periods.

- 4.2.1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
- 4.2.4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.

"Franciscan missionaries came to convert native peoples to Christianity. Missions initially attracted many Indians, who were impressed by the pageantry, material wealth, and abundant food of the Catholic Church." (Excerpt from the 2016 History-Social Science Framework, Pg 74)

Grade 5

United States History and Geography: Making a New Nation

5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

- 5.4.3. Describe the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania).
- 5.4.4. Identify the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period, the growth of religious toleration, and free exercise of religion.

Summary of California State Standards Regarding Teaching about the Bible and Christianity

Grade 6

World History and Geography: Ancient Civilizations

6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.

- 6.3.1. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
- 6.3.2. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of the concepts of righteousness and justice, and importance of study; and describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
- 6.3.3. Explain the significance of Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai in the development of the Jewish religion.

6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.

- 6.7.6 Note the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation).
- 6.7.7 Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

Grade 7

"Through selections from Biblical literature, students will learn about those teachings of Jesus that advocate compassion, justice, and love for others. He taught that God loved all his creation, regardless of status or circumstance, and that humans should reflect that love in relations with one another. Jesus shared the Jewish belief in one God, but he added the promise of eternal salvation to those who believe in him as their savior." (Excerpt from the 2016 History-Social Science Framework, Pg 189)

World History and Geography: Medieval and Early Modern Times

7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.

- 7.6.2. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
- 7.6.6. Discuss the causes and course of the religious Crusades and their effects on the Christian, Muslim, and Jewish populations in Europe...
- 7.6.8. Understand the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

- 7.8.1. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).
- 7.8.4. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).

7.9 Students analyze the historical developments of the Reformation.

- 7.9.2. Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).
- 7.9.3. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.
- 7.9.6. Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.

Grade 8

United States History and Geography: Growth and Conflict

8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

- 8.1.1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor.

Summary of California State Standards Regarding Teaching about the Bible and Christianity

- 8.1.2. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").

8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.

- 8.2.5. Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state.

Grade 9

Survey of World Religions (Elective)

"This course covers different contemporary faiths and examines their development, their impact throughout history, and their continuing influence on today's world affairs. Students will think about and discuss the ways in which different individuals and groups have explained the relationship between human beings and the divine as well as the differences and similarities among the different belief systems." (Excerpt from the 2016 History-Social Science Framework, Pg 302)

The Humanities (Elective)

"This course focuses on how people across space and time have sought to understand the world and the individual's place in it. Students examine works of literature, visual and performing arts, architecture, music, philosophy, and religion within their specific stylistic and historical contexts to answer the question: What does the evidence tell us about how an individual understands, justifies, and orders his/her own existence, role in society, and relationship to the cosmos and the divine?"

"Classical texts such as The Odyssey, the Bhagavad Gita, the Aeneid by Vergil, Antigone by Sophocles, the Analects by Confucius, the Sri Guru Granth Sahib, Ramayana, Upanishads, Greek myths, the Torah and Hebrew Bible, the Qur'an, and the Christian Bible are all good starting points." (Excerpts from the 2016 History-Social Science Framework, Pg 304)

Grade 10

World History, Culture, and Geography: The Modern World

10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.

- 10.1.1 Analyze the similarities and differences in Judeo-Christian and Greco-Roman views of law, reason and faith, and duties of the individual.

Grade 11

United States History and Geography: Continuity and Change in the Twentieth Century

11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

- 11.1.2. Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of divinely bestowed unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

- 11.2.7. Analyze the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., using biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody).

11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.

- 11.3.2. Analyze the great religious revivals and the leaders involved in them, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times.

- 11.3.5. Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.

11.10 Students analyze the development of federal civil rights and voting rights.

- 11.10.4. Examine the roles of civil rights advocates (e.g., A. Philip Randolph, Martin Luther King, Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King, Jr.'s "Letter from Birmingham Jail" and "I Have a Dream" speech.

Summary of California State Standards Regarding Teaching about the Bible and Christianity

Grade 12

Principles of American Democracy

12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.

12.1.4. Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.

12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.

12.2.1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

12.3.3. Discuss the historical role of religion and religious diversity.

History – 2016 Social Science Framework Appendix F

Religion and History–Social Science Education

“As the framework content makes evident, much of history, art, music, literature, and contemporary life are unintelligible without an understanding of the major religious ideas and influences that have shaped the world’s cultures and events. This appendix is designed to overcome uncertainty about best practices in dealing with religious topics and issues.” (pg 783)

Guidelines for Teaching about Religion

“These guidelines, in part derived from a series of Supreme Court interpretations of the First Amendment, are a useful tool for educational decision making. They reflect the requirements in the California Constitution and the Education Code. If schools are neither to inculcate nor inhibit religion, both the curriculum and instructional materials and the teachers or presenters guiding their interpretation must be neutral and balanced. Belief or nonbelief and religions should be studied in the history–social science classroom as they naturally occur in the curriculum: as part of the chronology and themes of instruction; to explain a reference in a literature selection; or as background on a religiously influenced work of art or music. A good rule of thumb for teaching topics related to religion is to make sure that they are firmly grounded in the curriculum required by the California frameworks and content standards.” (Pg 785)

“Classroom methodologies must not include religious role–playing activities or simulations of rituals or devotional acts.” (Pg 786)

“Students who respond to class assignments with an appropriately related religious perspective or response should be graded according to the same criteria as applied to all other students.” (Pg 786)

CALIFORNIA STATE LAWS

EDUCATION CODES

TITLE 1. General Education Code Provisions

DIVISION 1. General Education Code Provisions

PART 1. General Provisions

CHAPTER 2. Educational Equity

ARTICLE 5. Hate Violence Prevention Act

233.5. (a) Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations... (Added by renumbering Section 44806 by Stats. 1998, Ch. 914, Sec. 42. Effective January 1, 1999.)

Summary of California State Standards Regarding Teaching about the Bible and Christianity

TITLE 2. Elementary and Secondary Education

DIVISION 4. Instruction and Services

PART 28. General Instructional Programs

CHAPTER 4. Prohibited Instruction

ARTICLE 1. Prejudices

51500. A teacher shall not give instruction and a school district shall not sponsor any activity that promotes a discriminatory bias on the basis of race or ethnicity, gender, religion, disability, nationality, or sexual orientation, or because of a characteristic listed in Section 220. *(Amended by Stats. 2012, Ch. 162, Sec. 35. (SB 1171) Effective January 1, 2013.)*

51501. No textbook, or other instructional materials shall be adopted by the state board or by any governing board for use in the public schools which contains any matter reflecting adversely upon persons because of their race or ethnicity, gender, religion... *(Amended by Stats. 2012, Ch. 162, Sec. 36. (SB 1171) Effective January 1, 2013.)*

ARTICLE 2. Prohibited Materials

51511. Nothing in this code shall be construed to prevent, or exclude from the public schools, references to religion or references to or the use of religious literature, dance, music, theatre, and visual arts or other things having a religious significance when such references or uses do not constitute instruction in religious principles or aid to any religious sect, church, creed, or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study. *(Amended by Stats. 2001, Ch. 734, Sec. 33. Effective October 11, 2001.)*

California Constitution Preamble

We, the People of the State of California, grateful to Almighty God for our freedom, in order to secure and perpetuate its blessings, do establish this Constitution.

CALIFORNIA DEPARTMENT OF EDUCATION

Family Engagement Framework: A tool for California School Districts

Innovative Implementation: “Establish policies that support and respect family responsibilities [and] the variety of parenting traditions and practices within the community’s cultural and religious diversity.” (California Department of Education, 2014; page 21)

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state:

ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

For History-Social Science Content standards go to: www.cde.ca.gov/be/st/ss/ and History-Social Studies Curriculum Framework go to: www.cde.ca.gov/ci/hs/cf/ or call (800) 995-4099. Based on the current state standards adopted 1998 and 2016 and History-Social Science Framework.

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Colorado State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.cde.state.co.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Colorado Reading, Writing, and Communicating Standards 2018

Standard: 2 Reading for All Purposes

3. Read a wide range of literary texts to build knowledge and to better understand the human experience.

Grade 8

Grade Level Expectation:

1. Analyze and evaluate literary elements and an author's choices to understand literary text.

c. Use Integration of Knowledge and Ideas to:

- ii. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grade 9-10

Grade Level Expectation:

1. Analyze traditional and contemporary literary texts with scrutiny and comparison of literary elements.

c. Use Integration of Knowledge and Ideas to:

- ii. Analyze how an author draws on and transforms source material in a specific work (for example: how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Grade 9-10

4. Read a wide range of informational texts to build knowledge and to better understand the human experience.

Grade Level Expectation:

2. Understand the logical progression of ideas in increasingly complex texts.

c. Use Integration of Knowledge and Ideas to:

- iii. By the end of grade 10, analyze seminal U.S. and world documents of historical and literary significance (for example: Magna Carta, Machiavelli's *The Prince*, Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they influence and address related themes and concepts over the course of time.

Standard 4 Research Inquiry and Design

10. Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Grade 8

Grade Level Expectation:

1. Pose important questions; identify, locate, and evaluate sources; extract and synthesize relevant information, and communicate findings appropriately.

c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- i. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9-10

Grade Level Expectation:

1. Synthesize multiple, authoritative literary and/or informational sources, creating cohesive research projects that show an understanding of the subject.

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

c. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- i.** Apply grades 9 – 10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Social Studies

Kindergarten

Standard: 1 History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The sequence of events is important when describing the past.

Inquiry Questions:

2. How is your life and/or family different from other children and families?

Standard: 2 Geography

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

2. The sequence of events is important when describing the past.

Colorado Essential Skills:

1. Compare attitudes and beliefs as an individual to others.

Grade 1

Standard: 1 History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The diverse perspectives and traditions of families from many cultures have shaped the United States.

Students Can:

- a. Identify similarities and differences between themselves and others.
- b. Discuss common and unique characteristics of different cultures using multiple sources of information.

Colorado Essential Skills:

1. Compare one's attitudes and beliefs to others.

Inquiry Questions:

1. What symbols are representative of our multicultural and democratic way of life?
2. What is a culture?

Standard: 2 Geography

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

2. Describe the characteristics of a community and how they are influenced by the environment.

Students Can:

- c. Compare and contrast at least two different families with respect to schools, neighborhoods, and culture.
- d. Describe a family tradition and explain its cultural significance with regards to other groups and the environment.

Inquiry Questions:

2. How do people celebrate traditions?

Standard: 4 Civics

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

Grade Level Expectation:

2. Notable people, places, holidays, and civic symbols.

Students Can:

b. Identify and explain the meaning of various civic symbols important to diverse community groups. *For example: the American flag, ...*

d. Explain the significance of major civic holidays. *For example: Veteran's Day, Martin Luther King Day, ...*

e. Identify the American flag ...

Colorado Essential Skills:

1. Compare attitudes and beliefs as an individual to others.

2. Recognize diversity among notable people, places, holidays, and civic symbols that constitute multiple perspectives within society.

Inquiry Questions:

1. Why do we have national, community, and local celebrations and holidays?

2. Who are notable people in the development of our country?

Nature and Skills of Civics:

2. Symbols, songs, holidays, traditions, places, and people help to provide identity for the community and nation.

Grade 2

Standard: 1 History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. People of various cultures influence neighborhoods and communities over time.

Inquiry Questions:

1. What are the cultural attributes of a neighborhood or community?

Standard: 4 Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Advocate for ideas to improve communities.

Inquiry Questions:

3. How can different cultures and beliefs influence a community?

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

2. Identify and compare multiple ways that people understand and resolve conflicts and differences.

Colorado Essential Skills:

1. Compare attitudes and beliefs as an individual to others.

Grade 3

Standard: 1 History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. People in the past influence the development and interaction of different communities or regions.

Students Can:

b. Give examples of people, events, and developments that brought important changes to a community or region.

c. Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region and how that migration has influenced change and development

Nature and Skills of History:

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

2. Historical thinkers analyze the interaction, patterns, and contributions of various cultures and groups in the past.
3. Historical thinkers use context and information from the past to make connections and inform decisions in the present. *For example: the development and traditions of various groups in a region affect the economic development, tourist industry, and cultural makeup of a community.*

Standard: 2 Geography

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

2. The concept of region is developed through an examination of similarities and differences in places and communities.

Evidence Outcomes:

- a. Observe and describe the physical, cultural, and human-made characteristics of a local region. For example: the eastern plains, Northwest, Front Range, South Central, and South Western.
- b. Identify the factors that make a region unique. *For example: cultural diversity, ...*
- d. Characterize regions using different types of features such as physical, political, cultural, urban and rural attributes.

Standard: 4 Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Respect the views and rights of others.

Students Can:

- a. Identify and apply the elements of civil discourse. *For example: listening with respect for understanding and speaking in a respectful manner.*
- b. Identify important personal rights in a democratic society and how they relate to others' rights.
- c. Give examples of the relationship between rights and responsibilities.

Nature and Skills of Civics:

1. Civic minded individuals take the opportunity to make positive changes in their community.
2. Civic minded individuals recognize the value of respecting the rights and views of others.
3. Civic minded individuals understand that a respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures.

Grade 4

Standard: 1 History

1. Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.

Grade Level Expectation:

1. Analyze primary and secondary sources from multiple points of view to develop an understanding of the history of Colorado.

Students Can:

- c. Explain, through multiple perspectives, the cause-and-effect relationships in the human interactions among people and cultures that have lived in or migrated to Colorado. *For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion.*
- d. Identify and describe how major political and cultural groups have affected the development of the region.

Inquiry Questions:

4. What social and economic decisions caused people to locate in various regions of Colorado?

Standard: 1 History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

2. The historical eras, individuals, groups, ideas, and themes in Colorado history and their relationship to key events in the United States within the same historical period.

Students Can:

c. Describe both past and present interactions among the people and cultures in Colorado. *For example: American Indians, Spanish explorers, trappers/traders, and settlers after westward expansion*

Standard: 4 Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Identify, investigate, and analyze multiple perspectives on civic issues.

Nature and Skills of Civics:

5. Civic minded individuals identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

Grade Level Expectation:

2. The origins, structure, and functions of the Colorado government.

Nature and Skills of Civics:

2. Civic minded individuals recognize the value of respecting the rights and views of others.

3. Civic minded individuals understand that a respect for the views of others helps to learn and understand various perspectives, thoughts, and cultures.

4. Civic minded individuals understand that the virtues, such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives, should be used when they interact with each other on public matters.

Grade 5

Standard: History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The historical eras, individuals, groups, ideas, and themes in North America from 1491 through the founding of the United States government

Students Can:

a. Identify and explain cultural interactions between the European colonists, American Indians, and enslaved individuals. *For example: the Columbian Exchange and other trade networks.*

b. Identify and describe the significant individuals and groups of American Indians and European colonists before the American Revolution.

c. Explain the development of political, social and economic institutions in the British American colonies.

Inquiry Questions:

2. How did important American documents shape American beliefs and values?

3. To what extent did individuals and their ideas contribute to the establishment of the United States government?

Standard: 4 Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Identify, investigate, and analyze multiple perspectives on civic issues.

Students Can:

a. Describe and provide sources and examples of individual rights.

b. Give examples of group and individual actions that illustrate civic ideals in the founding of the United States.

For example: freedom, rule of law, equality, civility, cooperation, respect, responsibility, and civic participation.

c. Explain the reasons for the settlement of the American colonies.

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

Grade Level Expectation:

2. The origins, structure, and functions of the Colorado government.

Students Can:

a. Explain the historical foundation and the events that led to the establishment of the United States government. For example: the colonial experience, the Declaration of Independence, the Articles of Confederation, and the Constitution.

Inquiry Questions:

1. What are democratic ideals and practices and their historic origins?

Grade 6

Standard: 1 History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The historical eras, individuals, groups, ideas, and themes within regions of the Western Hemisphere and their relationships with one another.

Students Can:

b. Determine and explain the historical context of key people, events, and ideas over time including the examination of different perspectives from people involved. For example: Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.

Standard: 4 Civics

8. Analyze the origins, structures, and functions of governments to evaluate the impact on citizens and the global society.

Grade Level Expectation:

2. Nations in various regions of the Eastern Hemisphere interact with international organizations, govern, organize, and impact their societies in different ways.

Students Can:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

Grade 7

Standard: 1. History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. The historical context of significant current events, individuals, groups, ideas, and themes within regions of the Eastern Hemisphere and their relationships with one another.

Students Can:

b. Investigate and evaluate the social, political, cultural and technological development of regions in the Eastern Hemisphere. For example: the river valley civilizations, Hammurabi's Code, the Hellenistic period, and the printing press.

c. Describe the interactions and contributions of various peoples and cultures that have lived in or migrated within/to the Eastern Hemisphere. For example: conflicts over land and resources between countries, the foundations of world religions, East/West contact, settlement patterns, and the historical roots of current issues.

Colorado Essential Skills:

1. Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors.

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

Grade 8

Standard: 4 Civics

7. Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.

Grade Level Expectation:

1. Construct an understanding of the changing definition of citizenship and the expansion of rights of citizens in the United States.

Students Can:

- a. Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.
- e. Analyze primary sources supporting democratic freedoms and the founding of our government. Documents to include but not limited to the Declaration of Independence, Constitution, Bill of Rights and explain how they provide for both continuity and change.

High School

Standard: 1 History

2. Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.

Grade Level Expectation:

2. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.

Students Can:

- d. Examine and evaluate issues of unity and diversity from Reconstruction to present. For example: the systemic impact of racism and nativism, role of patriotism, expansion of rights, and the role of religion.

Inquiry Questions:

- 4. What if the belief “all men are created equal” had not been written the United States Declaration of Independence?

Grade Level Expectation:

3. Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.

Students Can:

- b. Investigate causes and effects of significant events throughout world history. For example: The Renaissance, the Protestant Reformation, ...
- c. Analyze the complexity of events throughout world history. For example religious rifts such as the Protestant Reformation and the Shiite/Sunni split in Islam;...
- e. Discuss the historical development and contemporary impact of philosophical movements and major world religions. *For example: the Enlightenment, the development and expansion of Buddhism, Christianity, Hinduism, Islam, Judaism, ...*

Standard: 2 Geography

4. Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.

Grade Level Expectation:

3. The interconnected nature of the world, its people and places.

Students Can:

- e. Make predictions and draw conclusions about the global impact of cultural diffusion/assimilation. For example: human rights, language, religion, and ethnicity.

Summary of Colorado State Standards Regarding Teaching about the Bible and Christianity

COLORADO STATE LAW

§1.22-1-106. Information as to honor and use of flag

(1) The commissioner of education shall provide the necessary instruction and information so that all teachers in the grade and high schools in the state of Colorado may teach the pupils therein the proper respect of the flag of the United States, to honor and properly salute the flag when passing in parade, and to properly use the flag in decorating and displaying.

(3) Each school district shall provide an opportunity each school day for willing students to recite the pledge of allegiance in public elementary and secondary educational institutions. Any person not wishing to participate in the recitation of the pledge of allegiance shall be exempt from reciting the pledge of allegiance and need not participate. *(Approved: March 17, 2004)*

Colorado Constitution Preamble

We, the people of Colorado, with profound reverence for the Supreme Ruler of the Universe, in order to form a more independent and perfect government; establish justice; insure tranquility; provide for the common defense; promote the general welfare and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this constitution for the "State of Colorado".

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Connecticut State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2015 Connecticut State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.sde.ct.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Connecticut Core Standards English Language Arts 2010

Reading Standards for Literature - Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text - Integration of Knowledge and Ideas

Grades 9 – 10

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 *Reading standards to literature* (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 *Reading standards to literature* (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

History

Change, Continuity and Context

HIST K.1 Compare life in the past to life today.

HIST K.2 Generate questions about individuals and groups who have shaped a significant historical change.

Geography

Geographic Representations: Spatial Views of the World

GEO K.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. [*Editor's note: cultural/culture includes religious belief, practices and traditions*]

Summary of Connecticut State Standards Regarding Teaching about the Bible and Christianity

Grade 1

History

Change, Continuity and Context

HIST 1.2 Generate questions about individuals and groups who have shaped a significant historical change.

[Editor's note: significant individuals and groups can include religious leaders and religious groups]

Historical Sources and Evidence

[Editor's note: the Bible has been recognized by historians as a reliable historical source and can be used in the study of history]

HIST 1.4 Identify different kinds of historical sources.

HIST 1.5 Explain how historical sources can be used to study the past.

HIST 1.6 Identify the maker, date, and place of origin for a historical source from information within the source itself.

HIST 1.7 Generate questions about a particular historical source as it relates to a particular historical event or development.

Compelling Question:

What historical sources can we use to study the past?

Causation and Argumentation

HIST 1.8 Generate possible reasons for an event or development in the past.

Compelling Question:

Why was each community I belong to formed?

Supporting Questions:

What communities do I belong to? How do the communities I belong to affect who I am and how I live?

How has my family and/or community affected who I am?

Civic and Political Institutions

CIV 1.2 Explain how all people, not just official leaders, play an important role in a community.

Supporting Questions:

Who are my role models within the communities I belong to? What are my roles and responsibilities in my community? How do my actions affect others who live in my community?

Participation and Deliberation

CIV 1.4 Apply civic virtues when participating in school settings.

Compelling Question:

Why is it important to be an active participant in the communities to which I belong?

Supporting Questions:

What civic values are important in my school and community (e.g., honesty, mutual respect, cooperation, equality)? What makes a good citizen? How can I affect my community?

Geography

Geographic Representations: Spatial Views of the World

GEO 1.2 Use maps, graphs, photographs and other representations to describe places and the relationships and interactions that shape them.

GEO 1.3 Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.

Compelling Question:

What do maps tell us about the communities we belong to?

Supporting Questions:

What features do you include when creating a map, graph, or other representation of a community you belong to? How are these features chosen? How do you use maps to identify cultural and environmental characteristics of a particular place?

Summary of Connecticut State Standards Regarding Teaching about the Bible and Christianity

Grade 2

History

Change, Continuity and Context

HIST 2.3 Generate questions about individuals and groups who have shaped a significant historical change.

Compelling Question:

How do the actions of people in the past influence us today?

Perspectives

HIST 2.4 Explain perspectives of people in the past to those of people in the present.

HIST 2.5 Compare different accounts of the same historical event.

Compelling Question:

Why do people have different views about what is good for my school, town, state, and country?

Supporting Questions:

In what ways is our community diverse and how does that diversity promote making a difference? What are the different roles people play in our school, town/city, and state and how do those roles influence what people believe? How does understanding what other people believe make our community a better place?

[Editor's note: significant individuals and groups can include religious leaders and religious groups]

Historical Sources and Evidence

[Editor's note: the Bible has been recognized by historians as a reliable historical source and can be used in the study of history]

HIST 2.9 Generate questions about a particular historical source as it relates to a particular historical event or development.

Compelling Question:

How do different sources of information like music, film, newspapers, monuments, and stories tell us about the past and about how people and groups made a difference in the past?

Supporting Questions:

Who or what is worthy of a monument? What monuments are in our town/state and why? How do people and groups use music to make a difference in society? In what ways can we learn about people and groups who make a difference by comparing and contrasting sources that say different things? How do the stories we read help us understand people and groups who make a difference?

Causation and Argumentation

HIST 2.11 Select which reasons might be more likely than others to explain a historical event or development.

Compelling Question:

How do people and groups decide how to make the world a better place?

Supporting Questions:

What causes people in my school or community to take action to make the world a better place (inequity, problem affecting many people, significant event, etc.)? Why are some people or groups more successful at making a difference (agency, funding, issue being addressed)? What are some changes in my school, town, and state that are the result of people and groups taking action to make a difference?

Geography

Human-Environment Interaction: Places, Regions, and Culture

[Editor's note: cultural/culture includes religious belief, practices and traditions]

GEO 2.5 Explain how humans affect the culture and environment of places/region.

GEO 2.6 Identify cultural and environmental characteristics of a place/region.

Grade 3

History

Change, Continuity, and Context

HIST 3.3 Generate questions about individuals who have shaped significant historical changes and continuities.

[Editor's note: significant individuals and groups can include religious leaders and religious groups]

Summary of Connecticut State Standards Regarding Teaching about the Bible and Christianity

Perspectives

HIST 3.5 Describe how people's perspectives shaped the historical sources they created.

Compelling Question:

What is the significance of Connecticut's contribution to America's story?

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

CIV 3.4 Identify core civic virtues and democratic principles that guide government, society, and communities.

CIV 3.5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

Human-Environment Interaction: Places, Regions, and Culture

[Editor's note: cultural/culture includes religious belief, practices and traditions]

GEO 3.4 Explain how culture influences the way people modify and adapt to their environments.

GEO 3.5 Explain how the cultural and environmental characteristics of places change over time.

GEO 3.6 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.

Human Population: Spatial Patterns and Movement

[Editor's note: cultural/culture includes religious belief, practices and traditions]

GEO 3.7 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Grade 4

History

History Perspectives

HIST 4.1 Explain connections among historical contexts and people's perspectives at the time.

Compelling Question:

How does the culture of the United States reflect its history?

Supporting Questions:

What do we mean when we talk about a country's "culture"? What type of historical events help to create a country's "culture"? What events of the past several years might have an impact on changing the culture of the United States? Does the United States today actually have a single "culture"?

Civics

Processes, Rules, and Laws

CIV 4.1 Illustrate historical and contemporary means of changing society.

Supporting Questions:

What should a region do if federal law is opposed to the beliefs and values of the region?

Geography

Human Population: Spatial Patterns and Movement

[Editor's note: cultural/culture includes religious belief, practices and traditions]

GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

Grade 5

History

Change, Continuity and Context

HIST 5.3 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Compelling Question:

How did colonization affect and change the freedom of various groups including ...French, British, and Dutch colonist ... religious groups?

Summary of Connecticut State Standards Regarding Teaching about the Bible and Christianity

Supporting Questions:

How were the colonies of Jamestown and Plymouth similar and how were they different? What does the Mayflower Compact tell me about the people who settled in Plymouth? How did colonization affect the indigenous peoples of the Northeast? Why were the Fundamental Orders of Connecticut so important and what do they tell us about the colony of Connecticut? [Editor's note: See the influence of Reverend Thomas Hooker on the Fundamental Orders of Connecticut. www.connecticuthistory.org]

History

Perspectives

HIST 5.4 Explain why individuals and groups during the same historical period differed in their perspectives.

HIST 5.5 Explain connections among historical contexts and people's perspectives at the time.

Supporting Questions:

Why did certain groups of people want to leave Europe to colonize the Americas? How were the economic interests of "loyalists" different from the "rebels" leading up to the American Revolution? Why was the colony of Connecticut different from the other colonies and how did that affect its colonial governmental structures and economic development?

Historical Sources and Evidence

HIST 5.7 Generate questions about multiple historical sources and their relationships to particular historical events and developments.

HIST 5.8 Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for studying a particular topic.

Compelling Question:

How did the development of the colonies and the American Revolution contribute to an American identity?

Supporting Questions:

What important documents from colonial development and the American Revolution provide insight into a developing American identity (e.g., Declaration of Independence, Fundamental Orders of Connecticut)? Is American identity today still influenced by the American Revolution? What evidence from primary sources exists to support answers to these questions? How do textbooks represent colonial America and the American Revolution? How do museums in Connecticut and elsewhere in New England help us understand the American Revolution? How do museums represent American identity? Are museums trustworthy places to learn about U.S. history?

Causation and Argumentation

HIST 5.9 Explain probable causes and effects of events and developments.

Supporting Questions:

Why was freedom of religion an important reason for people to leave Europe and colonize the Americas?

Civic and Political Institutions

CIV 5.1 Explain how groups of people make rules to create responsibilities and protect freedoms.

CIV 5.2 Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

Compelling Question:

How did laws and rules in the colonies both promote and hinder freedom and equality?

Supporting Questions:

How did new laws and rules affect various groups including indigenous Americans, various religious groups, women, slaves, and others? How were governments and laws established in royal colonies? Why were families and family structures so important to the survival of the New England colonies?

Summary of Connecticut State Standards Regarding Teaching about the Bible and Christianity

Grade 8

History

Perspectives

HIST 8.3 Analyze multiple factors that influenced the perspectives of people during different historical eras.

HIST 8.5 Analyze how people's perspectives influenced what information is available in the historical sources they created.

Compelling Question:

How did the attitudes, beliefs, and actions of various groups influence the outcome of the American Revolutionary War?

Processes, Rules, and Laws

CIV 8.4 Compare historical and contemporary means of changing societies and promoting the common good.

Compelling Question:

How did the development of the U.S. Constitution and its amendments reflect societal change that furthered the common good?

Supporting Questions:

How did the Bill of Rights change the position of American citizens in society; what political rights did Americans have under the Bill of Rights that they did not have as British colonists?

High School

Modern World History

Themes – Culture, Conflict, and Change

Examine the impact of various aspects of culture that have diffused globally such as religion or language.

Revolutions in Thought

Evaluate how the Scientific Revolution affected religious, political, and cultural establishments in society.

United States History

How do Americans define freedom and equality and how have American conceptions of freedom and equality changed over the course of U.S. history for members of various racial, ethnic, religious, and gender minority groups?

Themes and Content

Civil rights movements of the late 19th and early 20th centuries (race, ethnicity, religion)

Content – Civil Rights Movements and Reforms (from the late 1800s to 1950)

Investigate the occurrence of racial and religious conflict in different regions such as the Chinese Exclusion Act, lynching in the South, discrimination against Catholics and Jews, relocation and treatment of indigenous peoples, internment of Japanese Americans during World War II.

CONNECTICUT STATE LAWS

§10-16a. Silent meditation

Each local or regional board of education shall provide opportunity at the start of each school day to allow those students and teachers who wish to do so, the opportunity to observe such time in silent meditation. (P.A. 75-367, S. 2; P.A. 78-218, S. 13.)

Connecticut Constitution Preamble

The People of Connecticut acknowledging with gratitude, the good providence of God, in having permitted them to enjoy a free government; do, in order more effectually to define, secure, and perpetuate the liberties, rights and privileges which they have derived from their ancestors; hereby, after a careful consideration and revision, ordain and establish the following constitution and form of civil government.

Summary of Connecticut State Standards Regarding Teaching about the Bible and Christianity

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Delaware State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2017 Delaware State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.doe.k12.de.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Delaware English Language Arts Standards 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 8

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grade 8 Reading standards* to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply *grades 9 – 10 Reading standards* to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Geography Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.

Excerpts from Understanding the Geography Standards

With people we develop concepts such as communities, ethnicities, religious observance, and speakers of particular languages and social classes to help us make sense of humanity...

Grade 3

K-3a: Students will be able to use the concepts of place and region to explain simple patterns of connections between and among places across the country and the world.

Excerpts from Understanding the Geography Standards

At this level, students need to understand the difference between a place and a region.... They should then be led to understand that regions are defined by a theme — cultural, ethnic, linguistic, religious, wealthy, or poor; any characteristic can serve as the criterion for developing a region...

Summary of Delaware State Standards Regarding Teaching about the Bible and Christianity

Grade 4 – 5

4-5a: Students will be able to apply geographic skills to develop a profile of the local community by placing it in the context of physical, cultural and other types of regions.

Excerpts from Community Profiles, an instructional unit:

Unit Title: *Our Community: Profiles and Connections - Summary of Unit*

Each local community is unique — the product of the physical environment found in the local area and also an expression of the activities of the residents, their values, levels of technology, and traditions.

Strategy Two: *Gathering Information - Guided Research*

Group reports should be compared and combined. A class list will include, at a minimum, total population and population groups; cultural characteristics like language, religion, and customs...

Grade 7

6-8b: Students will explain how conflict and cooperation among people contribute to the division of the Earth's surface into distinctive cultural and political territories.

Excerpts from Understanding the Civics Standards

Essential Questions:

- *To what extent is territory also an expression of political or cultural identity?* [Editor's note: Culture is defined by belief systems, values, institutions, behaviors, traditions, religious faith...]

Civics Standard Two: Students will understand the principles and ideals underlying the American political system.

The American political system was intentionally created to rest on a foundation of individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law. These principles and ideals are codified in the United States Constitution, the Bill of Rights, and other significant documents.

Understanding, achieving, and upholding them represents a major challenge to each succeeding generation of American citizens.

Grade 2

K-3a: Students will understand that respect for others, their opinions, and their property is a foundation of civil society in the United States.

Excerpts from Understanding the Civics Standards

Enduring Understanding

The principles and ideals underlying American democracy are designed to promote the freedom of the American people.

Fundamental ideals are enumerated in the introduction to this standard—individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law... For example, the principles of limited government and civil rights are means to achieve individual liberty...

Grade 8

6-8b: Students will understand the principles and content of major American state papers such as the Declaration of Independence; United States Constitution (including the Bill of Rights); and the Federalist Papers.

Excerpts from Understanding the Civics Standards

The principles of the major state papers are the principles and ideals of American democracy. The introduction to Civics Standards Two draws specific attention to the fact that "... the American political system was intentionally created to rest on a foundation of individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law."

Grades 9 & 11

9-12a: Students will examine and analyze the extra-Constitutional role that political parties play in American politics.

Excerpts from Understanding the Civics Standards

Fundamental ideals are enumerated in the introduction to this standard—individual liberty, freedom of religion, representative democracy, equal opportunity, and equal protection under the law... For example, the principles of limited government and civil rights are means to achieve individual liberty.

Summary of Delaware State Standards Regarding Teaching about the Bible and Christianity

Civics Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.

The political, religious, and economic freedoms provided to American citizens are accompanied by the responsibility of active civic participation at the individual, community, state, and national levels. Effective citizens need to understand the dedication and commitment necessary to safeguard those rights for themselves and future generations, as well as the potential consequences of inaction. They should also be able to distinguish between rights and privileges. *[Editor's note: Among those rights are individual liberty and freedom of religion]*

Grade 3

K-3a: Students will understand that American citizens have distinct rights, responsibilities, and privileges.

[Editor's note: Among those rights are individual liberty and freedom of religion]

Grade 5

4-5a: Students will apply the fundamental rights and protections of American citizens guaranteed in the Bill of Rights to everyday situations. *[Editor's note: Among those rights are individual liberty and freedom of religion]*

History Standard One: Students will employ chronological concepts in analyzing historical phenomena.

Grade 8

6-8a: Students will examine historical materials relating to a particular region, society, or theme; analyze change over time, and make logical inferences concerning cause and effect.

Excerpts from Understanding the History Standards

Themes over the long run of colonial history illustrate this standard very well. In many of the American colonies, religion played a crucial role. Nine of the thirteen had an official church; either you attended your own church regularly or you paid taxes to support the official church. So why does the U.S. not have an official national church? The answer to this question is extremely complex, but one clear factor was the sheer number of different religions throughout the colonies. We will never know how many people attended which church, but we do know how many church buildings there were in 1776. A historian counted them using old maps as evidence. There were 3,142. The largest denomination, the Congregational (Puritan) Church, had only 668 buildings. The complete list is as follows: Presbyterian, 588; Anglican (modern Episcopal), 495; Quaker, 310; Lutheran, 150; Methodist, 65; Catholic, 56; Moravian, 31; Dunker, 24; Mennonite, 16; Huguenot, 7; and Jewish synagogues, 5 (plus some isolated others). What conclusion can be drawn? The Founding Fathers wanted an official church, but each wanted his church, not someone else's. So, they finally went to the next best solution, no official church.

History Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

Excerpts from Understanding the History Standards

*A student must know history; do not be fooled by Standard Four. The reason why specific people, laws, events, etc., are not listed is because no group of historians will ever agree on the essential and necessary facts that everyone should know. Remember, history does not exist until the historian looks at the sources and decides what is important and therefore what is history. Therefore, the initial History Standards committee decided not to produce a required list of people, laws, events, etc. Content in History Standard Four is left for each district or teacher to decide. *[Editor's note: School districts can decide to include important religious people.]**

Grades K – 3

K-3a: Students will develop an understanding of the similarities between families now and in the past, including:

- Cultural origins of customs and beliefs around the world

K-3b: Students will develop an awareness of major events and people in United States and Delaware history.

- Who lives here and how did they get here? (immigrants, demographics, ethnic and religious groups)
- Important people in our past. *[Editor's note: Important people could include prominent religious figures who promoted Christian values in America]*

Summary of Delaware State Standards Regarding Teaching about the Bible and Christianity

Grades 4 – 5

4-5b: Students will develop an understanding of selected themes in United States history, including:

- Who are the American people? (demographics, immigration) *[Editor's note: Demographics could also include religions & religious affiliations]*
- How did the United States develop its form of government?
- Important people in American history* *[Editor's note: Important people in American history could include prominent religious figures who promoted Christian values in America]*

Grades 6 – 8

6-8a: Students will develop an understanding of pre-industrial United States history and its connections to Delaware history, including:

- Colonization and Settlement (1585-1763)

6-8b: Students will develop an understanding of ancient and medieval world history, and the continuing influence of major civilizations, including:

- Classical traditions, major religions, and great empires (1,000 BC - 300 AD)

Economics Standard Three: Students will understand different types of economic systems and how they change.

Grades 6 - 8

6-8a: Students will demonstrate the ways in which the means of production, distribution, and exchange in different economic systems have a relationship to cultural values, resources, and technologies.

Excerpts from Understanding the Economics Standards

Essential Questions

- *How do cultural values influence economic decisions?*

Cultural values, when applied to economic systems, include religious beliefs, governmental structures, and customs. Religious beliefs can heavily influence the production, distribution, and exchange of goods and services. For example, in an Amish economy, religion dictates how goods and services are produced...

DELAWARE STATE LAWS

§4101 Reading of First Amendment of the United States Constitution

At the commencement of the first period of study on the first day of school of each school year in all public schools of the State, the First Amendment of the Constitution of the United States of America shall be read or recited by the teacher in charge of such period to the students therein assembled.

§4101B Use of schools for First Amendment purposes

(b) During the initial period of study on each school day all students in the public schools in Delaware may be granted a brief period of silence, not to exceed 2 minutes in duration, to be used according to the dictates of the individual conscience of each student. During that period of silence, no other activities shall take place.

§4101C Use of schools for First Amendment purposes

(c) Notwithstanding any other provision or provisions of the Code, on public school property or other public property, student-delivered, voluntary messages may be permitted by schools during graduation or commencement ceremonies where appropriate in the context of the event. The content of any message authorized by this section shall be determined by the student delivering the message. No school district, school administrator, teacher or other school employee shall exclude, include or otherwise discriminate for or against any student on the basis of the political, philosophical, religious or other content of the message that the student intends to deliver or does deliver. (d) A school shall be deemed to offer a fair opportunity to students who wish to deliver voluntary messages during graduation or commencement ceremonies under the provisions of this section if such school uniformly provides that the delivery of such messages occur in a manner which does not substantially interfere with the orderly conduct of the ceremony. (33 Del. Laws, c. 182, § 1; 34 Del. Laws, c. 179, § 1; Code 1935, § 2758; 14 Del. C. 1953, § 4101; 58 Del. Laws, c. 162, § 1; 60 Del. Laws, c. 50, § 1; 61 Del. Laws, c. 547, § 1; 65 Del. Laws, c. 130, § 1; 70 Del. Laws, c. 251, §§ 1, 2)

Summary of Delaware State Standards Regarding Teaching about the Bible and Christianity

§4105 Salute to flag and pledge of allegiance

In the opening exercises of every free public school each morning, the teachers and pupils assembled shall salute and pledge allegiance to the American flag as follows: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation, under God, indivisible, with liberty and justice for all." (33 Del. Laws, c. 184; 34 Del. Laws, c. 180, §§ 1, 4; Code 1935, §§ 2760, 2761; 14 Del. C. 1953, § 4105; 57 Del. Laws, c. 113; 71 Del. Laws, c. 180, § 171.)

Delaware Constitution Preamble

Through Divine goodness, all men have by nature the rights of worshiping and serving their Creator according to the dictates of their consciences, of enjoying and defending life and liberty, of acquiring and protecting reputation and property, and in general of obtaining objects suitable to their condition, without injury by one to another; and as these rights are essential to their welfare, for due exercise thereof, power is inherent in them; and therefore all just authority in the institutions of political society is derived from the people, and established with their consent, to advance their happiness; and they may for this end, as circumstances require, from time to time, alter their Constitution of government.

Article I. Section I. Although it is the duty of all persons frequently to assemble together for the public worship of Almighty God; and piety and morality, on which the prosperity of communities depends, are hereby promoted; yet no person shall or ought to be compelled to attend any religious worship, to contribute to the erection or support of any place of worship, or to the maintenance of any ministry, against his or her own free will and consent; and no power shall or ought to be vested in or assumed by any magistrate that shall in any case interfere with, or in any manner control the rights of conscience, in the free exercise of religious worship, nor a preference given by law to any religious societies, denominations, or modes of worship.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of District of Columbia State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2011 District of Columbia State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.k12.dc.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

District of Columbia English Language Arts Standards 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 *Reading standards to literature* (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 *Reading standards to literature* (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

Historical Thinking

K.3. Students place familiar events in order of occurrence.

2. Locate events on a calendar, including birthdays, holidays, cultural events, and school events.

Example: Students create a class calendar, highlighting events and holidays that hold significance for them.

Civic Values

K.4. Students identify and describe the events or people celebrated during U.S. national holidays and why Americans celebrate them (e.g., DC Emancipation Day, Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents' Day, Thanksgiving Day, and Flag Day).

Example: Students listen to Sarah Morton's Day, by Kate Waters, and The Pilgrim's First Thanksgiving, by Ann McGovern.

Summary of District of Columbia State Standards Regarding Teaching about the Bible and Christianity

K.5. Students identify important American symbols such as the American flag and its colors and shapes, the bald eagle, the Statue of Liberty, and the words of the Pledge of Allegiance.

Example: Students listen to The Statue of Liberty, by Lucille Recht Penner and Jada Rowland. They talk about the importance of individual freedom in the United States and brainstorm ways in which we are free. They create a class poem based on these freedoms. Each student contributes one line beginning “We are free to ...”

Grade 1

Civic Values

1.2. Students identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and a sense of community across time.

1. Understand when and why we celebrate Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King Jr. Day, Presidents’ Day, DC Emancipation Day, Memorial Day, Flag Day, and Independence Day.
2. State the meaning of U.S. national symbols, such as the American flag, bald eagle, White House, and Statue of Liberty.
3. Recite the Pledge of Allegiance and national songs (e.g., “America the Beautiful,” “My Country, ’tis of Thee,” “God Bless America,” “Lift Every Voice and Sing,” and “The Star-Spangled Banner”) and explain the general ideas expressed in the lyrics.

Grade 2

Civic Values

2.5. Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.

1. Distinguish traditional food, customs, sports and games, and music from other countries that can be found in the United States today.
2. Describe beliefs, customs, ceremonies, and traditions of the varied cultures, drawing from folklore.

Example: Students invite their families and/or caregivers to share their family traditions, customs...

Kindergarten through Grade 2

Historical and Social Sciences Analysis Skills

Historical Research, Evidence, and Point of View

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.

Grade 3

Geography and History of the District of Columbia

History of DC (18th – 20th Centuries)

3.4. Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.

5. Identify and research outstanding statements of moral and civic principles made in Washington, DC, and the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans (e.g., Lincoln and his second inaugural address, Frederick Douglass and his speech against lynching at the Metropolitan AME Church, Martin Luther King Jr. and his speeches at the Lincoln Memorial in 1957 and 1963, and Rodolfo “Corky” Gonzales at the Poor People’s March).

Grade 4

U.S. History and Geography: Making a New Nation

Age of Exploration (15th – 16th Centuries)

4.3. Students trace the routes of early explorers and describe the early explorations of the Americas.

4. Describe the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, and the Counter-Reformation).

Summary of District of Columbia State Standards Regarding Teaching about the Bible and Christianity

Settling the Colonies to the 1700's

4.7. Students understand the political, religious, social, and economic institutions that evolved in the colonial era.

6. Outline the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania).
7. Explain various reasons why people came to the colonies, including how both whites from Europe and blacks from Africa came to America as indentured servants who were released at the end of their indentures.
11. Analyze the impact of the European presence on Native American life (e.g., religious practices, land use, political structures, health and health systems).

The War for Independence (1760 – 1789)

4.8. Students explain the causes of the American Revolution.

2. Explain how political, religious, and economic ideas and interests brought about the Revolution

4.10. Students describe the people and events associated with the development of the U.S. Constitution.

5. List and interpret the songs that express American ideals (e.g., “America the Beautiful,” “The Star-Spangled Banner”).

Examples: As a class, students read the picture book America the Beautiful, written by Katherine Bates and illustrated by Wendell Minor. Students choose a national song (e.g., “This Land Is Your Land,” or “The Star-Spangled Banner”) and illustrate it to make a class book.

Grades 3 through 5

Historical and Social Sciences Analysis Skills

Geographic Skills

9. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, regional, and national levels.

Historical Research, Evidence, and Point of View

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.

Grade 6

World Geography and Cultures

The World in Spatial Terms

6.1. Students use maps, globes, atlases, and other technologies to acquire and process information about people, places, and environments.

7. Locate and define various large regions in the Eastern and Western hemispheres and divide those regions into smaller regions based on race, language, nationality, or religion.

Human Systems

6.3. Students identify and analyze the human activities that shape Earth's surface, including population numbers, distribution and growth rates, and cultural factors.

5. Map the distribution patterns of the world's major religions, and identify architectural features associated with each.

6. Describe the effect of religion on world economic development patterns, cultural conflict, and social integration.

Examples: In cooperative groups, students research a period in world history during which religion played a key role in the events (e.g., the Crusades, the Protestant Reformation, or the Puritan arrival in the Americas). Each group creates a dramatic presentation on how the religion made an impact on the economic development, cultural conflict, and social integration of the time period.

Economic Systems and Urbanization

6.4. Students describe rural and urban land use, ways of making a living, cultural patterns, and economic and political systems.

7. Explain how change in communication and transportation technology is contributing to both cultural convergence and divergence. Explain how places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims).

Summary of District of Columbia State Standards Regarding Teaching about the Bible and Christianity

Grade 7

World History and Geography: Ancient World

Era III: Ancient and Classical Civilizations to 700 C.E.

7.7. Students analyze the geographic, political, religious, social, and economic structures of the Ancient Hebrews.

1. Identify the location of ancient Israel.
2. Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples.
3. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; and practice of the concepts of righteousness and justice; and importance of study.
4. Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization.
5. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity.
6. Explain how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second temple in A.D. 70.

***Examples:** Students divide into two groups: One group of students reads the biblical account of the Exodus, and the other reads archaeological accounts of the Exodus. Students compare and contrast the two accounts. Students compare and contrast excerpts from the Code of Hammurabi and the Ten Commandments, and they identify commonalities and differences. Students brainstorm all the ways that living in a monotheistic society would be different than living in a polytheistic society. Students examine the Ten Commandments and identify ways that these concepts are still followed in American law and society.*

7.9. Students analyze the geographic, political, religious, social, and economic structures during the development of Rome.

1. Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem.
2. Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation).
3. Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories.

***Example:** Students read the Sermon on the Mount and write a brief essay on what it would be like to hear the sermon if you were a Palestinian, Jewish leader, or Roman citizen. Students identify ways that Christianity would have been appealing to those living in the Roman Empire and ways that Christianity would not have been appealing, based on a list of core beliefs of the early Christian church. Students write a brief essay defending a theory that they feel best explains the decline of Rome.*

Grade 8

Our Colonial Heritage (1600-1720)

8.1. Students explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans.

1. Describe the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions.
5. Identify the contributions of political and religious leaders in colonial America (e.g., John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn).
6. Describe the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period and the growth in religious toleration and free exercise of religion.

The Constitution of the United States (1777-1789)

8.3. Students analyze the political principles underlying the U.S. Constitution, and they compare the enumerated and implied powers of the federal government.

7. Identify and explain the origins, purpose, and differing views of the framers on the issue of the separation of church and state.

Summary of District of Columbia State Standards Regarding Teaching about the Bible and Christianity

1. Explain the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment.
Example: Working in groups, students research First Amendment cases on freedom of speech, religion, and assembly (e.g. Schenck v. United States 1919, Engle v. Vitale 1962, and Texas v. Johnson 1989)

The Divergent and Unifying Paths of the American People (1800-1850)

8.7. Students analyze the paths of the American people in the North from 1800 to the mid-1800s and the challenges they faced.

7. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.

8.8. Students analyze the paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.

4. Trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it.

Grade 9

World History and Geography I: Middle Ages to the Age of Revolutions

Era IV: Middle Ages

9.1. Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Islam in the Middle Ages.

3. Trace the origins of Islam and the life and teachings of the Prophet Muhammad, including Islamic teachings on its connection with Judaism and Christianity.

9.5. Students analyze the geographic, political, religious, social, and economic structures of the civilizations of medieval Europe.

5. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire.
6. Describe the causes, course, and consequences of the European Crusades against Islam and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world.
7. Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law").

Era V: Early Modern Times to 1650

9.8. Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

6. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into vernacular, and printing).

9.9. Students analyze the historical developments of the Reformation.

1. Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods.
2. Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World.
3. Explain the supremacy of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments.
4. List and explain the causes for the internal turmoil within and eventual weakening of the Catholic Church (e.g., tax policies, selling of indulgences, England's break with the Catholic Church).
5. Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith) and John Calvin (predestination) and their attempts to reconcile God's word with Church action.
6. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.

Summary of District of Columbia State Standards Regarding Teaching about the Bible and Christianity

7. Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).

Era VI: The Age of Revolutions

9.13. Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.

1. Describe the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration).

9.14. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.

1. Explain how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity

Grade 11

U.S. History and Geography II: Industrial America to the Present

Cold War America to the New Millennium (1947 – 2001)

11.11. Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.

4. Explain the role of institutions (e.g...the Southern Christian Leadership Conference...).
5. Describe the legacies and ideologies of key people (e.g... Martin Luther King Jr...)

Grade 12

U.S. Government

Principles of U.S. Government

12.2. Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.

Branches of Government

12.4. Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment.

Rights and Responsibilities of Citizen

12.9. Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

3. Discuss the historical role of religion and religious diversity.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state:

ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Florida State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2014 Florida State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.fldoe.org or www.cpalms.org. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Language Arts Florida Standards 2020

Reading Across Genres

Grades 9

ELA.9.R.3.3 Compare and contrast the ways in which authors have adapted mythical, classical, or religious literary texts.

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

Grade 10

ELA.10.R.3.3 Analyze how mythical, classical, or religious texts have been adapted.

Clarification 1: The classical source texts for this benchmark should be from ancient Greece or Rome's Classical period (1200 BCE–455 CE). Mythical texts for this benchmark can be from any civilization's early history. Religious texts for this benchmark include works such as the Bible.

Social Studies

Kindergarten

American History

Standard 2: Historical Knowledge

SS.K.A.2.1 Compare children and families of today with those in the past.

SS.K.A.2.2 Recognize the importance of celebrations and national holidays as a way of remembering and honoring people, events, and our nation's ethnic heritage. *Examples may include, but are not limited to, federal holidays and ethnic celebrations.*

SS.K.A.2.3 Compare our nation's holidays with holidays of other cultures.

SS.K.A.2.4 Listen to and retell stories about people in the past who have shown character ideals and principles including honesty, courage, and responsibility. *Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.*

SS.K.A.2.5 Recognize the importance of U.S. symbols. *Examples may include, but are not limited to, the Statue of Liberty, the bald eagle, the Star Spangled Banner, and national and state flags, the pledge of allegiance, and the national anthem.*

Grade 1

American History

Standard 2: Historical Knowledge

SS.1.A.2.3 Identify celebrations and national holidays as a way of remembering and honoring the heroism and achievements of the people, events, and our nation's ethnic heritage. *Examples may include, but are not limited to, federal holidays and ethnic celebrations.*

SS.1.A.2. Identify people from the past who have shown character ideals and principles including honesty, courage, and responsibility. *Examples may include, but are not limited to, Presidents, war veterans, community members, and leaders.*

Summary of Florida State Standards Regarding Teaching about the Bible and Christianity

Civics and Government

Standard 3: Structure & Functions of Government

SS.1.C.3.2 Recognize symbols and individuals that represent American constitutional democracy. *Examples are United States flag, Pledge of Allegiance, National Anthem, Statue of Liberty, bald eagle, George Washington, Abraham Lincoln, and the current President.*

Grade 2

American History

Standard 1: Historical Knowledge

SS.2.A.2.5 Identify reasons people came to the United States throughout history. *Examples may include, but are not limited to, war, hunger, natural disasters, voluntary and involuntary servitude, political or religious freedom, land, and jobs.*

SS.2.A.2.7 Discuss why immigration continues today. *Examples may include, but are not limited to, jobs, war, hunger, natural disasters, political or religious freedom, and jobs.*

Strand: Civics and Government

Standard 2: Civic and Political Participation

SS.2.C.2.2 Define and apply the characteristics of responsible citizenship. *Examples are respect, responsibility, participation, self-reliance, patriotism, and honesty.*

SS.2.C.2.3 Explain why United States citizens have guaranteed rights and identify rights. *Examples are right to vote, freedom of speech, and freedom of religion.*

Standard 3: Structure and Functions of Government

SS.2.C.3.2 Recognize symbols, individuals, events, and documents that represent the United States. *Examples are White House, Capitol, Supreme Court, Washington Monument, Statue of Liberty, Ellis Island, Liberty Bell, and Constitution.*

Grade 3

Geography

Standard 4: Human Systems

SS.3.G.4.3 Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. *Examples are housing, music, transportation, food, recreation, language, holidays, beliefs and customs.*

Strand: Civics and Government

Standard 2: Civic and Political Participation

SS.3.C.2.1 Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism, and other civic virtues. *Examples are food drives, book drives, community, clean-up, voting.*

Grade 4

Strand: American History

Standard 3: Exploration and Settlement of Florida

SS.4.A.3.2 Describe causes and effects of European colonization on the Native American tribes of Florida. *Examples may include, but are not limited to ... spread of religion.*

SS.4.A.3.4 Explain the purpose of and daily life on missions. Identify that the purpose of missions in Florida was to spread Christianity, the Spanish language, and style of dress to Native Americans.

Strand: Civics and Government

Standard 1: Foundations of Government, Law and The American Political System

SS.4.C.1.1 Describe how Florida's constitution protects the rights of citizens and provides for the structure, function, and purposes of state government.

Summary of Florida State Standards Regarding Teaching about the Bible and Christianity

Grade 5

American History

Standard 4: Colonization of North America

SS.5.A.4.1 Identify the economic, political and socio-cultural motivation for colonial settlement and reasons the colonists settled in America, such as to obtain land and religious freedom. *Examples may include, but are not limited to Puritans, Quakers, and Catholics fleeing from religious persecution, debtor settlements in Georgia, military stronghold and protection of trade routes at St. Augustine, establishment of the Jamestown colony for profit, and French and Dutch competition for the fur trade...*

SS.5.A.4.2 Compare characteristics of New England, Middle, and Southern colonies. *Examples may include, but are not limited to, colonial governments, geographic influences, resources and economic systems, occupations, religion, education, and social patterns.*

Strand: Civics and Government

Standard 1: Foundations of Government, Law, and the American Political System

SS.5.C.1.3 Explain the definition and origin of rights. Examples are John Locke's "state of nature" philosophy, natural rights: rights to life, liberty,...

Grade 6

Geography

Standard 4: Understand the characteristics, distribution, and migration of human populations.

SS.6.G.4.4 Map and analyze the impact of the spread of various belief systems in the ancient world. *Examples are Buddhism, Christianity, Judaism.*

Strand: World History

Standard 2: Describe the emergence of early civilizations (Nile, Tigris-Euphrates, Indus, and Yellow Rivers, Meso and South American).

SS.6.W.2.9 Identify key figures and basic beliefs of the Israelites and determine how these beliefs compared with those of others in the geographic area. *Examples are Abraham, Moses, monotheism, law, emphasis on individual worth and responsibility.*

Standard 3: Recognize significant events, figures, and contributions of classical civilizations (Phoenicia, Greece, Rome, Axum).

SS.6.W.3.13 Identify key figures and the basic beliefs of early Christianity and how these beliefs impacted the Roman Empire. *Examples are Christian monotheism, Jesus as the son of God, Peter, and Paul.*

SS.6.W.3.18 Describe the rise and fall of the ancient east African kingdoms of Kush and Axum and Christianity's development in Ethiopia.

Grade 7

Civics and Government

Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.

SS.7.C.1.1 Recognize how Enlightenment ideas including Montesquieu's view of separation of power and John Locke's theories related to natural law and how Locke's social contract influenced the Founding Fathers.

SS.7.C.1.3 Describe how English policies and responses to colonial concerns led to the writing of the Declaration of Independence.

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.

SS.7.C.2.4 Evaluate rights contained in the Bill of Rights and other amendments to the Constitution.

Summary of Florida State Standards Regarding Teaching about the Bible and Christianity

Grade 8

American History

Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies.

SS.8.2.2 Compare the characteristics of the New England, Middle, and Southern colonies. *Examples may include, but are not limited to, colonial governments, geographic influences, occupations, religion, education, settlement patterns, and social patterns.*

Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion.

SS.8.A.4.18 Examine the experiences and perspectives of different ethnic, national, and religious groups in Florida, explaining their contributions to Florida's and America's society and culture during the Territorial Period.

Grades 9 – 12

American History

Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.

SS.912.A.3.8 Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).

Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.

SS.912.A.7.1 Identify causes for Post-World War II prosperity and its effects on American society. *Examples may include, but are not limited to, ... religious revivalism (e.g., Billy Graham and Bishop Fulton J. Sheen)...*

SS.912.A.7.3 Examine the changing status of women in the United States from post-World War II to present. *Examples may include, but are not limited to ... Phyllis Schlafly ...*

SS.912.A.7.6 Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement. *Examples may include, but are not limited to... Dr. Martin Luther King Jr...*

World History

Standard 2: Recognize significant events, figures, and contributions of medieval civilizations (Byzantine Empire, Western Europe, Japan).

SS.912.W.2.12 Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.

Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations.

SS.912.W.3.2 Compare the major beliefs and principles of Judaism, Christianity, and Islam.

Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.

SS.912.W.4.8 Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe. *Examples are Catholic and Counter Reformation, political and religious fragmentation, military conflict, and expansion of capitalism.*

SS.912.W.4.9 Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation. *Examples are Council of Trent, Thomas More, Ignatius of Loyola and the Jesuits, Teresa of Avila, Charles V.*

Civics and Government

Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.

SS.912.C.1.2 Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.

Summary of Florida State Standards Regarding Teaching about the Bible and Christianity

FLORIDA STATE LAWS

§1002.20 K-12 Student and Parent Rights

(2) Attendance (c) Absence for religious purposes – A parent of a public-school student may request and be granted permission for absence of the student from school for religious instruction or religious holidays in accordance with the provisions of §1003.21(2)(b)1.

§1002.205 Guidelines on Religious Expression; Distribution

The Department of Education shall each year distribute for informational purposes to all district school board members, district school superintendents, school principals, and teachers the entire guidelines on "Religious Expression in Public Schools" published by the United States Department of Education, as updated from time to time. (*History.—s. 1063, ch. 2002-387.*)

§1002.206 Florida Student and School Personnel Religious Liberties Act

- (1) This section may be cited as the "Florida Student and School Personnel Religious Liberties Act."
- (2) A school district may not discriminate against a student, parent, or school personnel on the basis of a religious viewpoint or religious expression. A school district shall treat a student's voluntary expression of a religious viewpoint on an otherwise permissible subject in the same manner that the school district treats a student's voluntary expression of a secular viewpoint.
- (3) (a) A student may express his or her religious beliefs in coursework, artwork, and other written and oral assignments free from discrimination. A student's homework and classroom assignments shall be evaluated, regardless of their religious content, based on expected academic standards relating to the course curriculum and requirements. A student may not be penalized or rewarded based on the religious content of his or her work if the coursework, artwork, or other written or oral assignments require a student's viewpoint to be expressed.
(b) A student may wear clothing, accessories, and jewelry that display a religious message or symbol in the same manner and to the same extent that secular types of clothing, accessories, and jewelry that display messages or symbols are permitted to be worn.
- (4) (a) A student may pray or engage in religious activities or religious expression before, during, and after the school day in the same manner and to the same extent that a student may engage in secular activities or expression. A student may organize prayer groups, religious clubs, and other religious gatherings before, during, and after the school day in the same manner and to the same extent that a student is permitted to organize secular activities and groups.
(b) 1. A school district may not prevent school personnel from participating in religious activities on school grounds that are initiated by students at reasonable times before or after the school day if such activities are voluntary and do not conflict with the responsibilities or assignments of such personnel.
2. A school district shall comply with the federal requirements in Title VII of the Civil Rights Act of 1964, which prohibits an employer from discriminating against an employee on the basis of religion.
- (c) A school district shall give a religious group access to the same school facilities for assembling as given to secular groups without discrimination based on the religious content of the group's expression. A group that meets for prayer or other religious speech may advertise or announce its meetings in the same manner and to the same extent that a secular group may advertise or announce its meetings.
- (5) (a) A school district shall adopt a policy that establishes a limited public forum for student speakers at any school event at which a student is to speak publicly. The limited public forum policy shall require the school district to:
 1. Provide the forum in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint on an otherwise permissible subject;
 2. Provide a method based on neutral criteria for the selection of student speakers at school events, activities, and graduation ceremonies;
 3. Ensure that a student speaker does not engage in obscene, vulgar, offensively lewd, or indecent speech;
 4. State in written or oral form that the student's speech does not reflect the endorsement, sponsorship,

Summary of Florida State Standards Regarding Teaching about the Bible and Christianity

position, or expression of the school district.

(b) The school district shall deliver the disclaimer required in subparagraph (a)4. at all graduation events and any other event at which a student speaks publicly.

(c) Student expression of a religious viewpoint on an otherwise permissible subject may not be excluded from the limited public forum.

(6) The Department of Education shall develop a model policy regarding a limited public forum and voluntary expression of religious viewpoints by students and school personnel in public schools pursuant to this section. The department shall publish the model policy on its website. Each district school board shall adopt and implement the department's model policy. (*History.—s. 1, ch. 2017-74.*)

§1003.44 Patriotic programs; rules

(1) Each district school board may adopt rules to require, in all of the schools of the district, programs of a patriotic nature to encourage greater respect for the government of the United States and its national anthem and flag, subject always to other existing pertinent laws of the United States or of the state. When the national anthem is played, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious purposes. The pledge of allegiance to the flag, "I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all," shall be rendered by students standing with the right hand over the heart. The pledge of allegiance to the flag shall be recited at the beginning of the day in each public elementary, middle, and high school in the state. Each student shall be informed by a written notice published in the student handbook or a similar publication pursuant to s. 1006.07(2) that the student has the right not to participate in reciting the pledge. Upon written request by his or her parent, the student must be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention, men removing the headdress, except when such headdress is worn for religious purposes, as provided by Pub. L. ch. 77-435, s. 7 (*approved June 22, 1942, 56 Stat. 377, as amended by Pub. L. ch. 77-806, 56 Stat. 1074, approved December 22, 1942.*)

(2) Each district school board may allow any teacher or administrator to read, or to post in a public school building or classroom or at any school-related event, any excerpt or portion of the following historic material: the national motto; the national anthem; the pledge of allegiance; the Constitution of the State of Florida, including the Preamble; the Constitution of the United States, including the Preamble; the Bill of Rights; the Declaration of Independence; the Mayflower Compact; the Emancipation Proclamation; the writings, speeches, documents, and proclamations of the presidents of the United States, the signers of the Constitution of the United States and the Declaration of Independence, and civil rights leaders; and decisions of the United States Supreme Court. However, any material that is read, posted, or taught pursuant to this provision may be presented only from a historical perspective and in a non-proselytizing manner. When less than an entire document is used, the excerpt or portion must include as much material as is reasonably necessary to reflect the sentiment of the entire document and avoid expressing statements out of the context in which they were originally made. If the material refers to laws or judicial decisions that have been superseded, the material must be accompanied by a statement indicating that such law or decision is no longer the law of the land. No material shall be selected to advance a particular religious, political, or sectarian purpose. The department shall distribute a copy of this section to each district school board, whereupon each district school superintendent shall distribute a copy to all teachers and administrators.

(3) All public schools in the state are encouraged to coordinate, at all grade levels, instruction related to our nation's founding fathers with "American Founders' Month" pursuant to S. 683.1455.

(4) Each district school board shall adopt rules to require, in all of the schools of the district and in each building used by the district school board, the display of the state motto, "In God We Trust," designated under S. 15.0301, in a conspicuous place. (*History.—s. 137, ch. 2002-387; s. 39, ch. 2016-237; s. 17, ch. 2017-116; s. 22, ch. 2018-6.*)

Summary of Florida State Standards Regarding Teaching about the Bible and Christianity

§1003.45 Permitting Study of the Bible and Religion

(1) The district school board may install in the public schools in the district a secular program of education including, but not limited to, an objective study of the Bible and of religion. *(History.—s. 138, ch. 2002-387.)*

§1003.45 Requiring a Moment of Silence

(2) The Legislature finds that in today's hectic society too few persons are able to experience even a moment of quiet reflection before plunging headlong into the activities of daily life. Young persons are particularly affected by the absence of an opportunity for a moment of quiet reflection. The Legislature finds that our youth, and society as a whole, would be well served if students in the public schools were afforded a moment of silence at the beginning of each school day.

(3) The principal of each public school shall require teachers in first period classrooms in all grades to set aside at least 1 minute, but district school board may provide that a brief period, not more than to exceed 2 minutes, daily, for a moment the purpose of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. *(History.—s. 138, ch. 2002-387, effective July 1, 2021)*

Florida Constitution Preamble

We, the people of the State of Florida, being grateful to Almighty God for our constitutional liberty, in order to secure its benefits, perfect our government, ensure domestic tranquility, maintain public order, and guarantee equal civil and political rights to all, do ordain and establish this constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.
www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Georgia State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2016 Georgia State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases, are expected to teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.georgiastandards.org. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

English Language Arts Georgia Standards for Excellence 2015

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

ELAGSE-8RL9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

ELAGSE9-10RL9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)

Reading Standards for Informational Text – Integration of Knowledge and Ideas

ELAGSE9-10RI9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 8

ELAGSE-8W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 *Reading Standards to literature* (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

ELAGSE9-10W9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 *Reading standards to literature* (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

ELA Classics and Comparative Literature 2007

Literature and History of the Old Testament Era (Elective)

B1. The student demonstrates an understanding of the major narratives, characters, stories and poetry contained in the Bible and how they are used in literature, art and music.

B1a. Demonstrates comprehension of the variety of literary forms in the biblical text

B1b. Identifies, analyzes and applies knowledge of structures, symbolism, motifs, and the use of language (e.g. diction, imagery, figurative language, alliteration) in biblical text

B1c. Recognizes and traces the development of various translations of biblical text

B1d. Understands and explains the influence of the Bible in classic and contemporary art, music and literature, including poetry, drama, and prose

B2. The student participates in discussions related to curricular learning regarding the Bible. The student:

B2a. Reflects on the significance of translations on biblical text

B2b. Examines, compares and contrasts various translations

B2c. Demonstrates understanding of biblical narratives and applies them in a variety of modes of discourse

Summary of Georgia State Standards Regarding Teaching about the Bible and Christianity

B3. The student will demonstrate an understanding of the Bible's impact on the history, religion, government and law of various cultures

B3a. Explains how the Bible came to be, including different Bibles, the methods and tools of writing at the times the Old and New Testament were written, the means by which they were preserved, the languages in which they were written and translated, and the historical and cultural events which led to the translation of the Bible into the English language

B3b. Investigates and explains the biblical roots and influences on contemporary culture, to include history, government, law, customs, morals, and values.

Literature and History of the New Testament Era - Elective

B1. The student demonstrates an understanding of the major narratives, characters, stories and poetry contained in the Bible and how they are used in literature, art and music.

B1a. Demonstrates comprehension of the variety of literary forms in the biblical text

B1b. Identifies, analyzes and applies knowledge of structures, symbolism, motifs, and the use of language (e.g. diction, imagery, figurative language, alliteration) in biblical text

B1c. Recognizes and traces the development of various translations of biblical text

B1d. Understands and explains the influence of the Bible in classic and contemporary art, music and literature, including poetry, drama, and prose

B2. The student participates in discussions related to curricular learning regarding the Bible. The student:

B2a. Reflects on the significance of translations on biblical text

B2b. Examines, compares and contrasts various translations

B2c. Demonstrates understanding of biblical narratives and applies them in a variety of modes of discourse

B3. The student will demonstrate an understanding of the Bible's impact on the history, religion, government and law of various cultures

B3a. Explains how the Bible came to be, including different Bibles, the methods and tools of writing at the times the Old and New Testament were written, the means by which they were preserved, the languages in which they were written and translated, and the historical and cultural events which led to the translation of the Bible into the English language

B3b. Investigates and explains the biblical roots and influences on contemporary culture, to include history, government, law, customs, morals, and values

Social Studies

Grade K - Foundations of America

Historical Understandings

SSKH1 Identify the national holidays and describe the people and/or events celebrated.

a. Christmas

e. Martin Luther King, Jr. Day

i. Thanksgiving Day

SSKH2 Identify the following American symbols:

b. Pledge of Allegiance

Geographic Understandings

SSKG1 Describe the diversity of American culture by explaining the customs and celebrations of various families and communities.

SSKCG2 Describe examples of positive character traits exhibited by good citizens such as honesty, patriotism, courtesy, respect, pride, and self-control.

Grade 1 - Our American Heritage

Historical Understandings

SSIH1 Read about and describe the life of historical figures in American history.

a. Identify the contributions made by these figures: ...George Washington Carver...

Summary of Georgia State Standards Regarding Teaching about the Bible and Christianity

Government/Civic Understandings

SS1CG1 Describe how the historical figures in SS1H1a display positive character traits such as: fairness, respect for others, respect for the environment, courage, equality, tolerance, perseverance, and commitment.
SS1CG2 Explore the concept of patriotism through the words in the songs *America (My Country 'Tis of Thee)* and *America the Beautiful* (for example: brotherhood, liberty, freedom, pride, etc.).

Grade 2 – Georgia, My State

Historical Understandings

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

d. Martin Luther King, Jr.

Government/Civic Understandings

SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

Grade 3 – United States History Year 1: American Indian Cultures through Colonization

Historical Understandings

SS3H2 Describe European exploration in North America.

c. Describe examples of cooperation and conflict between European explorers and American Indians.

SS3H3 Explain the factors that shaped British Colonial America.

a. Identify key reasons why the New England, Mid-Atlantic, and Southern colonies were founded (religious freedom and profit).

b. Compare and contrast colonial life in the New England, Mid-Atlantic, and Southern colonies (education, economy, and religion).

Grade 4 - United States History Year 2: Revolution to Reconstruction

Government/Civic Understandings

SS4CG1 Describe the meaning of:

a. Natural rights as found in the Declaration of Independence (the right to life, liberty, and the pursuit of happiness)

SS4CG2 Explain the importance of freedoms guaranteed by the First Amendment to the U.S. Constitution.

SS4CG3 Describe the structure of government and the Bill of Rights.

b. Identify and explain the rights in the Bill of Rights, describe how the Bill of Rights places limits on the powers of government, and explain the reasons for its inclusion in the Constitution in 1791.

Grade 5 - United States History Year 3: Industrialization to the Digital Age

Historical Understandings

SS5H1 Describe how life changed in America at the turn of the century.

d. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled.

SS5H6 Describe the importance of key people, events, and developments between 1950-1975.

b. Explain the key events and people of the Civil Rights movement: ... Martin Luther King, Jr.

Government/Civic Understandings

SS5CG1 Explain how a citizen's rights are protected under the U.S. Constitution.

Grade 6

Latin America and Canada

Historical Understandings

SS6H1 Explain conflict and change in Latin America.

b. Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.

Summary of Georgia State Standards Regarding Teaching about the Bible and Christianity

Europe

Geographic Understandings

Social Studies 6th Grade Europe (teacher note):

The student should know that all three religions are monotheistic and worship the god of Abraham (Allah is the Arabic word for God, Dios is the Spanish word for God. They are not names of specific different entities). They should know the sequence of their founding and their founder and that the later religions were influenced by the earlier religions (i.e. Christians accept the Jewish holy books as their Old Testament, Muslims believe that Abraham and Jesus were prophets). They should have a cursory understanding of each religion's beliefs. For Judaism, they should understand the covenant and the importance of God's laws. For Christianity, they should understand Christ's divinity and the importance of faith. For Islam, they should understand that the Five Pillars include regular prayer and giving to charity. All three faiths believe there is only one God, and do share some common figures (i.e., Abraham), mythos, and moral/ethical positions.

SS6G10 Describe selected cultural characteristics of Europe.

- b.** Identify the major religions in Europe: Judaism, Christianity, and Islam.

Judaism, although the oldest of the three religions, is the least practiced in Europe today. European Jewry, particularly in Eastern Europe, once accounted for 60% of all the world's Jewish population. Following the events of the Holocaust, however, this number dropped dramatically. Today only 10% of the world's Jewish population resides in Europe. Judaism originated in the eastern Mediterranean c. 2000 BC, and made its way to Europe just prior to the rise of the Roman Empire.

Christianity is the most practiced religion in Europe today. Over 76% of Europeans self-identify with a branch or denomination of Christianity. In Western and Southern Europe, it is Roman Catholicism, which is headquartered at Vatican City in Rome, Italy. In Central and Northern Europe, Protestantism dominates; the first Protestant movements occurred in Germany. In Eastern Europe, Eastern Orthodox Christianity is the most-practiced faith. Christianity itself was founded c. 30 AD in Palestine (now Israel), but did not gain prominence in Europe until the 5th century AD.

Islam is not the largest religion in Europe, but it is one of the fastest growing faiths on the continent. Present in highest concentration in Eastern and Southeastern Europe, Muslims make up some 6% of Europe's total population. In recent years, the U.K., France, and Germany have seen the most substantial increases in Muslim population. Founded in 610 AD in modern day Saudi Arabia, Islam first entered Europe in the 700s AD by way of the Iberian Peninsula.

Grade 7

Africa

Geographic Understandings

SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.

- a.** Explain the differences between an ethnic group and a religious group.
- b.** Describe the diversity of religions within African ethnic groups.

Southwest Asia (Middle East)

Historical Understandings

SS7H2 Analyze continuity and change in Southwest Asia (Middle East).

- b.** Explain the historical factors contributing to the establishment of the modern State of Israel in 1948; include the Jewish religious connection to the land, antisemitism, the development of Zionism in Europe, and the aftermath of the Holocaust.

Geographic Understandings

SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).

- a.** Explain the differences between an ethnic group and a religious group.
- b.** Describe the diversity of religions within Southwest Asian (Middle East) ethnic groups.
- c.** Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

Summary of Georgia State Standards Regarding Teaching about the Bible and Christianity

Southern and Eastern Asia

Geographic Understandings

SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.

- a. Explain the differences between an ethnic group and a religious group.

Grade 8

Georgia Studies

Historical Understandings

SS8H1 Evaluate the impact of European exploration and settlement on American Indians in Georgia.

- b. Explain reasons for European exploration and settlement of North America, with emphasis on the interests of the Spanish and British in the Southeastern area.

France, interested in developing a serious fur trade in North America, was primarily interested in Louisiana, the Ohio Valley, and Canada. However, in 1562, Jean Ribault explored Georgia's coastline in search of the ideal location on which to establish a French colony. He chose a South Carolina location instead. French Protestants eventually moved from South Carolina into Georgia as they sought religious freedom in the 1730's.

Spain was interested in North America (particularly the Southeast) for the three G's: God, Gold and Glory.

Converting the American Indians to Christianity, filling the Spanish monarch's treasury with gold, and seeking personal fortune and fame were the goals of Spanish conquistadores. The Spanish never realized the need for self-sustaining colonies as they were preoccupied with their search for gold.

England desired to create permanent colonies in North America to support the economic policy of mercantilism (the economic policy in which a country seeks to export more than it imports). The "mother country" developed colonies that produced raw materials that would be shipped "home" for production into finished products.

These products would be shipped back to the colony for purchase by the colonists. Other reasons for creating colonies included a desire for "religious freedom" and a place to begin a "new life".

SS8H2 Analyze the colonial period of Georgia's history.

- a. Explain the importance of the Charter of 1732, including the reasons for settlement...
- c. Evaluate the role of diverse groups (Jews, Salzburgers, Highland Scots, and Malcontents) in settling Georgia during the Trustee Period.

SS8H11 Evaluate the role of Georgia in the modern civil rights movement.

- b. Describe the role of individuals (Martin Luther King, Jr...) in the Civil Rights Movement.

Government/Civic Understandings

SS8CG1 Describe the foundations of Georgia's government.

- e. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag.

High School

American Government/Civics

SSCG6 Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured.

SSCG7 Demonstrate knowledge of civil liberties and civil rights.

- a. Define civil liberties as protections against government actions (e.g., First Amendment).

SSCG16 Analyze the difference between involuntary and voluntary participation in civic life.

- c. Explain the meaning and history of the Pledge of Allegiance.

Sociology

SSSocSC1 Explain the process of socialization.

- d. Evaluate the agents of socialization including family, peers, education, media, and religion.

SSSocSC4 Analyze the function of social institutions as agents of social control across differing societies and times.

- a. Analyze the function of social institutions in society, include: family, education, religion ...

Summary of Georgia State Standards Regarding Teaching about the Bible and Christianity

United States History

SSUSH2 Describe the early English colonial society and investigate the development of its governance.

- a. Describe European cultural diversity including the contributions of different ethnic and religious groups.
- d. Explain the role of the Great Awakening in creating unity in the colonies and challenging traditional authority.

World Geography

SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.

- a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.
- c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.

World History

SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.

- c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.

SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.

- e. Explain the origins and diffusion of Christianity in the Roman world.

SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD.

- e. Analyze the relationship between Judaism, Christianity, and Islam.

SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD.

- c. Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies.

SSWH7 Analyze European medieval society with regard to culture, politics, society, and economics.

- b. Explain the political impact of Christianity and the role of the church in medieval society.

SSWH9 Analyze change and continuity in the Renaissance and Reformation.

- d. Explain the importance of Gutenberg and the invention of the printing press.
- e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.
- f. Describe the English Reformation include: the role of Henry VIII and Elizabeth I.
- g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

GEORGIA STATE LAWS

§20-2-1021 Display of historically significant documents

(a) To increase student understanding of, and familiarity with, American historical documents, public schools may display historically important excerpts from, or copies of, those documents in school classrooms and common areas as appropriate. Local boards of education and charter schools are strongly encouraged to allow and may encourage any public school teacher or administrator to read or post in a public school building, classroom, or event excerpts or portions of writings, documents, records, or images that reflect the history of the United States, including, but not limited to:

- (1) The Preamble to the Georgia Constitution;
- (2) The Declaration of Independence;
- (3) The United States Constitution, with emphasis on the 13th, 14th, and 15th Amendments;
- (4) The Bill of Rights;
- (5) The Mayflower Compact

Summary of Georgia State Standards Regarding Teaching about the Bible and Christianity

- (6) The national motto;
- (7) The Pledge of Allegiance to the United States flag;
- (7.1) The Pledge of Allegiance to the Georgia flag;
- (8) The National Anthem;
- (9) The writings, speeches, documents, and proclamations of the Founding Fathers and Presidents of the United State
- (9.1) The Emancipation Proclamation
- (9.2) The Gettysburg Address;
- (10) Decisions of the United States Supreme Court; and
- (11) Acts of the Congress of the United States, including the published text of the Congressional Record.

(b) As historical documents, there shall be no content based censorship of American history and heritage documents referred to in this Code section due to their religious or cultural nature. *(Current 2017. History: Code 1981, §20-2-1021, enacted by Ga. L. 2015, p. 1376, §38A/HB 502.)*

§20-2-1020 Establishment of Celebrate Freedom Week; purpose

(a) To educate students about the sacrifices made for freedom in the founding of this country and the values, principles, and philosophies on which this country was founded, it is strongly encouraged that the full week in September which includes Constitution Day, September 17, is recognized in public elementary, middle, and high schools in this state as Celebrate Freedom Week. It is strongly encouraged that Celebrate Freedom Week include approximately three hours of appropriate instruction, as determined by each local school system, in each social studies class. It is strongly encouraged that the instruction include an age-appropriate study of the intent, meaning, and importance of the Declaration of Independence and the United States Constitution, including the Bill of Rights, in their historical context including the background of the colonial era along with instruction about the Founding Fathers, such as the signers of the Declaration of Independence and the United States Constitution, the first six Presidents, and particularly George Washington. The religious references in the writings of the Founding Fathers shall not be censored. During Celebrate Freedom Week, it is strongly encouraged that local school systems suggest that students in grades three through 12 read at least one book during the school year that focuses on the Founding Era, either the times and events or the people who made significant contributions to independence or toward establishing the new federal or state governments. In addition, local school systems are strongly encouraged to require students in grades three through 12 to recite at least one of the following three excerpts at least once during the week, and local school systems are encouraged to require daily recitations from one or all of these excerpts at the beginning of each school day:

(1) From the Declaration of Independence: We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness -- That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed...

(2) From the Preamble of the U.S. Constitution:

We the people of the United States, in order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.;

(3) From the First Amendment of the Bill of Rights:

Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

(b) Upon written request from a student's parent or guardian, a local school system shall excuse the student from the recitation required by this Code section. This Code section shall not apply to a student who:

- (1) Has a conscientious objection to the recitation; or
- (2) Is the child of a representative of a foreign government to whom the United States government extends diplomatic immunity.

(c) This Code section shall apply beginning with the 2016-2017 school year. *(History: Code 1981, §20-2-1020, enacted by Ga. L. 2015, p. 1376, §38A/HB 502.)*

Summary of Georgia State Standards Regarding Teaching about the Bible and Christianity

§20-2-1050 Brief period of quiet reflection authorized; nature of period

(a) In each public school classroom, the teacher in charge shall, at the opening of school upon every school day, conduct a brief period of quiet reflection for not more than 60 seconds with the participation of all the pupils therein assembled.

(b) The moment of quiet reflection authorized by subsection (a) of this Code section is not intended to be and shall not be conducted as a religious service or exercise but shall be considered as an opportunity for a moment of silent reflection on the anticipated activities of the day.

(c) The provisions of subsections (a) and (b) of this Code section shall not prevent student initiated voluntary school prayers at schools or school related events, which are non-sectarian and non-proselytizing in nature.

(History: Ga. L. 1969, p. 488, §1; Ga. L. 1994, p. 256, §2, §3, signed by Governor in 2012)

Georgia Constitution Preamble

To perpetuate the principles of free government, insure justice to all, preserve peace, promote the interest and happiness of the citizen and of the family, and transmit to posterity the enjoyment of liberty, we the people of Georgia, relying upon the protection and guidance of Almighty God, do ordain and establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES ---

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Hawaii State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Hawaii State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.doe.k12.hi.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Hawaii English Language Arts Standards 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9-10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9-10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

8.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 *Reading standards to literature* (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9-10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 *Reading standards to literature* (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

Myself and My Family

SS.K.2.17.1 Sequence important events in your life

Events: ...family functions, family travel, holidays

SS.K.2.19.2 Explain the effects of an event in your life

Events: ...celebrated a holiday

Grade 1

Our Past

SS 1.3.17.1 Investigate historically significant events, people, and observances in history

Events: Gutenberg invents printing press

People: ... Abraham Lincoln...

Observances: ... Martin Luther King, Jr. Day, ... Cultural Holidays

Summary of Hawaii State Standards Regarding Teaching about the Bible and Christianity

Making Choices

SS.1.4.19.3 Explain causes and effects of an event in your life or in your family's life

Events: ... family celebrations

Grade 2

We The People

SS.2.1.7.2 Describe how historical figures exemplify our shared democratic values

Historic Figures: ... Abraham Lincoln... Martin Luther King Jr.,

Democratic Values: ... freedom... liberty, respect for individual rights

Looking Into Our Past

SS.2.2.17.2 Construct timelines that sequence historical events

Colonizing New England: religious... reasons for migration

SS.2.2.18.3 Compare varying perspectives on historical events

Historical Events: ... first Thanksgiving, Kamehameha unites the Hawaiian Islands

Grade 3

Rights and Responsibilities of Citizens

SS.3.2.7.3 Explain how to be a responsible and active citizen in a democracy

Responsibilities: ... respecting the rights, beliefs, and opinions of others

SS.3.2.7.4 Explain how democratic rights promote equality and opportunity Rights:

Rights: freedom of assembly, freedom of religion... freedom of speech

Migration

SS.3.3.15.2 Investigate factors that influence why people migrate and where they settle

Push and Pull Factors: disasters, economics, human rights, religion

SS.3.3.14.4 Analyze how cultural practices create and influence communities

Culture: beliefs, food, language, practices, religion, traditions, values

Grade 4

The Evolution of Hawaiian Culture

SS.4.4.16.1 Compare aspects of early Hawaiian culture and other Polynesian cultures

SS.4.4.7.2 Explain how core values of the early Hawaiians are applicable to modern-day Hawai'i

Core Values: cooperation, family...importance of responsibility... righteousness... stewardship

Beliefs of Early Hawaiian Society

How did religion explain the world of early Hawaiians

SS.4.5.6.2 Summarize how the concept of mana and one's genealogy determined rights and responsibilities

Kahuna: advisors to the ali'i, experts and teachers of various occupations, religious leaders

Grade 5

Establishment of European Colonies: 1500–1700

SS.5.3.15.1 Analyze how European culture influenced the development of settlements in North America

French: ... missionaries, Catholic...

Spanish: ... missionaries, Catholic...

English: ...non-Catholics, wanted a purely settler society...

Dutch: ... Mennonites, Dutch Reformed Church

SS.5.3.8.2 Explain the role of government in the establishment of early English settlements

Governance: ... Mayflower Compact, The Fundamental Orders of Connecticut, William Bradford, John Rolfe, John Smith

Summary of Hawaii State Standards Regarding Teaching about the Bible and Christianity

SS.5.3.18.3 Explain the role religion played in early colonial society

Dominance of Protestantism in Colonial Society: Puritans, Quakers, Anglicans, Separatists

Religious Persecution in New England: attacks on Quakers, dissenters, native religion

Events and Individuals: John Winthrop, Roger Williams, Salem Witch Trials, William Penn, Anne Hutchinson, Anti-Catholic rituals such as Pope's Day

Grade 6 – 8

History of the Hawaiian Kingdom

The Developing Hawaiian Kingdom

SS.7HHK.2.17.2 Assess the social and cultural changes resulting from missionary influence in Hawaiian society

Social and Cultural Changes: Christian code of conduct regarding work and domestic life... growth of Christian churches..

Grade 6

World History

Major Religions and Larger Societies: Pre–1500

SS.6.3.14.1 Explain how religion and philosophy shaped European, Asian, and Middle Eastern societies during the classical period

Christianity in Europe: the Bible... Jesus Christ, Ten Commandments

Judaism in the Middle East: Abraham, Talmud, Torah

Post-Classical Societies: 600 CE–1450 CE

SS.6.4.19.3 Explain how the fall of the Roman Empire led to the emergence of European feudalism

Effects of Roman Empire Fall: ... increase of church authority... spread of Christianity

Post-Classical Trade Networks: 600 CE–1450 CE

SS.6.5.15.2 Explain how the transfer of goods and ideas along trade routes affected ideas and cultures of different people in post- classical societies

Access to New Ideas: ... religion

Encounters and Exchanges: 600 CE–1450 CE

SS.6.6.19.2 Describe encounters between Christians, Muslims, and Jews during the Crusades

Encounters: conflict over Jerusalem between Christians and Jews, between Christians and Muslims

Effects: increased power of the king and the church, territorial expansion, culture flourishes, advances in science and health care

Grade 8

The US Constitution: 1785–1791

SS.8.1.7.3 Analyze how the Bill of Rights protects individual liberties from the national government

Types of Liberties: civil liberties... religious freedom

Social Reform Movements: 1800–1860

SS.8.6.18.1 Analyze the religious and utopian movements that flourished around the Second Great Awakening

Religion: Hiram Bingham, Methodism, Mormonism, revival meetings

Grades 9 – 12

World History and Culture

Origins of Global Exploration: 1450–1700

SS.WH.1.16.4 Evaluate the impact of the Columbian Exchange of food crops, diseases, and trade goods between Europe and the Americas

Ideas: Christianity

United States History and Government

Immigration and Migration: 1880–1930

SS.US.1.16.1 Analyze reasons groups migrated to and within the United States

Summary of Hawaii State Standards Regarding Teaching about the Bible and Christianity

Pull Factors: ... religious freedom

Rise of Conservatism: 1968–2008

SS.US.11.17.1 Analyze the rise of modern conservatism in the United States

Rise of Conservatism: ... religious right ... Phyllis Schlafly

Participation in a Democracy

Philosophical Foundations of the Constitution

SS.PID.1.17.1 Evaluate the extent to which classical philosophy, natural rights philosophy, and English common law informed the thinking of the American Founders

Events: ... family functions, family travel, holidays

SS.K.2.19.2 Explain the effects of an event in your life

Events: ... celebrated a holiday...

HAWAII STATE LAWS

Article X, Education, Public Education

Section 1. The State shall provide for the establishment, support and control of a statewide system of public schools free from sectarian control, a state university, public libraries and such other educational institutions as may be deemed desirable, including physical facilities, therefore there shall be no discrimination in public educational institutions because of race, religion, sex or ancestry; nor shall public funds be appropriated for the support or benefit of any sectarian or nonsectarian private educational institution, except that proceeds of special purpose revenue bonds authorized or issued under section 12 of Article VII may be appropriated to finance or assist:

1. Not-for-profit corporations that provide early childhood education and care facilities serving the general public;
2. Not-for-profit private nonsectarian and sectarian elementary schools, secondary schools, colleges and universities. (*Ren and am Const Con 1978 and election Nov 7, 1978; am L 1994, c 280, §4 (HB 2692-94) and election Nov 8, 1994; am HB 2848 (2002) and election Nov 5, 2002*)

Hawaii Constitution Preamble

We, the people of Hawaii, grateful for Divine Guidance, and mindful of our Hawaiian heritage and uniqueness as an island State, dedicate our efforts to fulfill the philosophy decreed by the Hawaii State motto, "*Ua mau ke ea o ka aina i ka pono.*" This has been the motto of Hawaii for over 160 years and has often been translated as "*The life of the land is perpetuated in righteousness.*" It is generally claimed that it became the motto of the Kingdom of Hawaii when King Kamehameha III spoke the words on July 31, 1843. King Kamehameha III, educated as a traditional Hawaiian chief and in the ways of Westerners by Protestant missionaries, presided over many important occurrences in the kingdom.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Idaho State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2016 Idaho State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.sde.idaho.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Idaho Content Standards English Language Arts 2017

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text - Integration of Knowledge and Ideas

Grades 9 – 10

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 8

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

Standard 1: History

Goal 1.1: Build an understanding of the cultural and social development of the United States.

K.SS.1.1.1 Share stories, pictures, and music of one's own personal life, family and culture.

K.SS.1.1.2 Describe how families celebrate in many different ways.

Standard 4: Civics and Government

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

K.SS.4.2.1 Identify symbols of the United States such as the flag, Pledge of Allegiance, Bald Eagle, red, white, and blue, Statue of Liberty, and the President.

K.SS.4.2.2 Recite the Pledge of Allegiance.

K.SS.4.2.3 Describe holidays and tell why they are commemorated in the United States, such as Thanksgiving, Martin Luther King, Jr. Day, ...

Summary of Idaho State Standards Regarding Teaching about the Bible and Christianity

Standard 5: Global Perspectives

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

K.SS.5.1.1 Name family traditions that came to America from other parts of the world.

Grade 1

Standard 1: History

Goal 1.1: Build an understanding of the cultural and social development of the United States.

1.SS.1.1.1 Recognize that each person belongs to many groups such as family, school, friends and neighborhood.

1.SS.1.1.2 Compare differences in the ways American families live today to how they lived in the past.

1.SS.1.1.3 Use timelines to show personal and family history.

1.SS.1.1.4 Compare personal histories, pictures, and music of other selected times and places in America's past.

Standard 4: Civics and Government

Goal 4.2: Build an understanding of the organization and formation of the American system of government.

1.SS.4.2.1 Identify the significance of symbols in the United States.

1.SS.4.2.2 Recite the Pledge of Allegiance.

1.SS.4.2.3 Describe holidays and events and tell why they are commemorated in the United States.

Grade 2

Standard 1: History

Goal 1.1: Build an understanding of the cultural and social development of the United States.

2.SS.1.1.1 Discuss different groups that a person belongs to such as family and neighborhood and how those roles and/or groups have changed or stayed the same.

Standard 4: Civics and Government

Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.

2.SS.4.3.2 Identify historic and contemporary people who model characteristics of good citizenship.

Grade 3

Standard 1: History

Goal 1.1: Build an understanding of the cultural and social development of the United States.

3.SS.1.1.1 Explain that people in the United States share a national identity through symbols and holidays.

3.SS.1.1.2 Investigate the history of your community.

3.SS.1.1.3 Compare different cultural groups in the community, including their distinctive foods, clothing styles, and traditions. *[Editor's note: culture includes religious beliefs and practices]*

3.SS.1.1.4 Identify and describe ways families, groups, tribes and communities influence the individual's daily life and personal choices.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

3.SS.1.2.1 Share the origins of classmates' ancestors.

3.SS.1.2.3 Identify reasons for voluntary immigration and involuntary movement of people to and from your community.

Grade 4

Standard 1: History

Goal 1.1: Build an understanding of the cultural and social development of the United States.

4.SS.1.1.1 Describe ways that cultural groups in Idaho influenced and impacted each other.

4.SS.1.1.2 Explain the role of explorers and missionaries in the development of Idaho.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

4.SS.1.2.1 Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.

Summary of Idaho State Standards Regarding Teaching about the Bible and Christianity

Standard 5: Global Perspectives

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

4.SS.5.1.1 Analyze the roles and relationships of diverse groups of people from various parts of the world who have contributed to Idaho's cultural heritage and impacted the state's history.

4.SS.5.1.2 Discuss the challenges experienced by people from various cultural, racial, and religious groups that settled in Idaho from various parts of the world.

Grade 5

Standard 1: History

Goal 1.1: Build an understanding of the cultural and social development of the United States.

5.SS.1.1.2 Discuss significant individuals who have been responsible for bringing about cultural and social changes in the United States.

5.SS.1.1.3 Identify and explain influential political and cultural groups and their impact on American history.

5.SS.1.1.4 Identify different examples of how religion has been an important influence in American history.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

5.SS.1.2.1 Discuss the religious, political, and economic motives of immigrants to the United States.

Grades 6 – 9

Geography – Western Hemisphere

Standard 2: Geography

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

6-9.GWH.2.4.1 Describe major cultural characteristics of regions in the Western Hemisphere.

6-9.GWH.2.4.2 Compare and contrast cultural patterns in the Western Hemisphere, such as language, religion, and ethnicity.

Standard 5: Global Perspectives

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

6-9.GWH.5.1.1 Discuss how social institutions, including family, religion, and education, influence behavior in different societies in the Western Hemisphere.

Geography – Eastern Hemisphere

Standard 1: History

Goal 1.8: Build an understanding of the cultural and social development of human civilization.

6-9.GEH.1.8.5 Describe the historical origins, central beliefs, and spread of major religions, including Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

Standard 2: Geography

Goal 2.4: Analyze the human and physical characteristics of different places and regions.

6-9.GEH.2.4.2 Compare and contrast cultural patterns in the Eastern Hemisphere, such as language, religion, and ethnicity.

Standard 5: Global Perspectives

Goal 5.1: Build an understanding of multiple perspectives and global interdependence.

6-9.GEH.5.1.1 Discuss how social institutions, including the family, religion, and education, influence behavior in different societies in the Eastern Hemisphere.

World History & Civilization

Standard 1: History

Goal 1.9: Identify the role of religion in the development of human civilization.

6-9.WHC.1.9.1 Explain the relationship between religion and the peoples understanding of the natural world.

6-9.WHC.1.9.2 Explain how religion shaped the development of civilizations.

6-9.WHC.1.9.3 Discuss how religion influenced social behavior and created social order.

6-9.WHC.1.9.4 Describe why different religious beliefs were sources of conflict.

Summary of Idaho State Standards Regarding Teaching about the Bible and Christianity

Grades 6 – 12

U.S. History I

Standard 1: History

Goal 1.1: Build an understanding of the cultural and social development of the United States.

6-12.USH1.1.1.1 Compare and contrast early cultures and settlements that existed in North America prior to European contact.

6-12.USH1.1.1.2 Compare and contrast the different cultural, religious, and social influences that emerged in the North American colonies.

6-12.USH1.1.1.3 Describe the experiences of culturally, ethnically, and racially different groups existing as part of American society prior to the Civil War.

6-12.USH1.1.1.4 Analyze the common traits, beliefs, and characteristics that unite the United States as a nation and a society.

Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.

6-12.USH1.1.2.1 Analyze the religious, political, and economic motives of immigrants who came to North America.

Standard 4: Civics and Government

Goal 4.4: Build an understanding of the evolution of democracy.

6-12.USH1.4.4.1 Describe the role of gender, race, ethnicity, religion, and national origin on the development of individual rights and political rights.

Grades 9 – 12

U.S. History II

Standard 1: History

Goal 1.1: Build an understanding of the cultural and social development of the United States.

9-12.USH2.1.1.1 Analyze ways in which language, literature, the arts, traditions, beliefs, values and behavior patterns of diverse cultures have enriched American society.

IDAHO STATE LAWS

§33-1602 United States Constitution, National Flag and Colors, National Anthem, "America", Citizenship

(1) Instruction in the Constitution of the United States shall be given in all elementary and secondary schools. The state board of education shall adopt such materials as may be deemed necessary for said purpose, and shall also determine the grades in which such instruction shall be given.

(2) Instruction in the proper use, display and history of and respect for the American flag and the national colors shall be given in all elementary and secondary schools. Such instruction shall include the pledge of allegiance to the flag, the words and music of the national anthem, and of "America."

(3) Every school board of trustees shall cause the United States flag to be displayed in every classroom during the school hours of each school day.

(4) Every public school shall offer the pledge of allegiance or the national anthem in grades 1 through twelve 12 at the beginning of each school day. (*History: 33-1602, added 1963, ch.13, sec. 177, p. 27; am. 1991, ch 287, sec. 1, p. 738; am. 2000, ch.341, sec. 1, p. 1146; am. 2000, ch 468, sec. 1, p. 1450; am. 2014, ch.97, sec. 22, p. 285; am. 2015, ch 293, sec. 1, p. 1171; am. 2016, ch 98, sec. 1, p. 295.*)

§33-1608 Family Life and Sex Education

The legislature of the state of Idaho believes that the primary responsibility for family life and sex education, including moral responsibility, rests upon the home and the church and the schools can only complement and supplement those standards which are established in the family. The decision as to whether or not any program in family life and sex education is to be introduced in the schools is a matter for determination at the local district level by the local school board of duly selected representatives of the people of the community. If such program is adopted, the legislature believes that:

Summary of Idaho State Standards Regarding Teaching about the Bible and Christianity

- a) Major emphasis in such a program should be to assist the home in giving them the knowledge and appreciation of the important place the family home holds in the social system of our culture, its place in the family and the responsibility which will be there much later when they establish their own families.
- b) The program should supplement the work in the home and the church in giving youth the scientific, physiological information for understanding sex and its relation to the miracle of life, including knowledge of the power of the sex drive and the necessity of controlling that drive by self-discipline.
- c) The program should focus upon helping youth acquire a background of ideals and standards and attitudes which will be of value to him now and later when he chooses a mate and establishes his own family.
(History: 33-1608, added 1970, ch. 119, sec. 1, p. 282.)

Idaho Constitution Preamble

We, the people of the State of Idaho, grateful to Almighty God for our freedom, to secure its blessings and promote our common welfare do establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES _____

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

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Illinois Learning Standards for English Language Arts 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

RL.9 – 10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

RI.9 – 10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 8

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

W.9 – 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Grade K

History - Perspectives

SS.H.2.K Explain the significance of our national holidays and the heroism and achievements of the people associated with them.

Grade 2

Geography - Human-Environment Interaction: Place, Regions and Culture

SS.G.2.2 Identify some cultural and environmental characteristics of your community and compare to other places.

History - Perspectives

SS.H.2.2 Compare individuals and groups who have shaped a significant historical change.

Summary of Illinois State Standards Regarding Teaching about the Bible and Christianity

Grade 3

Civics - Civic and Political Institutions

SS.CV.1.3 Describe ways in which interactions among families, workplaces, voluntary organizations, and government benefit communities.

History - Perspectives

SS.H.2.3 Describe how significant people, events, and developments have shaped their own community and region.

Grade 4

Civics - Participation and Deliberation: Applying Civic Virtues and Democratic Processes

SS.CV.3.4 Identify core civic virtues (such as honesty, mutual respect, cooperation, and attentiveness to multiple perspectives) and democratic principles (such as equality, freedom, liberty, and respect for individual rights) that guide our state and nation.

Grades 6-8

Civics - Civic and Political Institutions

SS.CV.2.6-8.MdC Explain the origins, functions, and structure of government with reference to the U.S. Constitution, Illinois Constitution and other systems of government.

Civics - Participation and Deliberation: Applying Civic Virtues and Democratic Principles

SS.CV.4.6-8.MdC Analyze the ideas and principles contained in the founding documents of the United States and other countries, and explain how they influence the social and political system.

Geography - Human-Environment Interaction: Place, Regions and Culture

SS.G.1.6-8 Use mapping and graphing to represent and analyze spatial patterns of different environmental and cultural characteristics.

Geography - Human Population

SS.G.2.6-8.MdC Compare and contrast the cultural and environmental characteristics of different places or regions.

Geography - Representations Human Environment Interaction Population

SS.G.3.6-8.MdC Explain how changes in transportation and communication influence the spatial connections among human settlements and affect the spread of ideas and culture.

Geography - Global Interconnections

SS.G.4.6-8.LC Identify how cultural and environmental characteristics vary among regions of the world.

History - Change, Continuity, and Context

SS.H.1.6-8.MC Use questions generated about individuals and groups to analyze why they and the developments they shaped, are seen as historically significant.

Grades 9 – 12

Civics - Civic and Political Institutions

SS.CV.1.9-12 Distinguish the rights, roles, powers, and responsibilities of individuals and institutions in the political system.

Civics - Participation and Deliberation: Applying Civic Virtues and Democratic Principles

SS.CV.7.9-12 Describe the concepts and principles that are inherent to American Constitutional Democracy.

Geography - Geographic Representations Human Environment Interaction Population

SS.G.6.9-12 Analyze how historical events and the diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.

SS.G.7.9-12 Evaluate how economic activities and political decisions impact spatial patterns within and among urban, suburban, and rural regions.

Summary of Illinois State Standards Regarding Teaching about the Bible and Christianity

Geography - Global Interconnections

SS.G.9.9-12 Describe and explain the characteristics that constitute a particular culture.

SS.G.10.9-12 Explain how and why culture shapes worldview.

SS.G.11.9-12 Explain how globalization impacts the cultural, political, economic, and environmental characteristics of a place or region.

History - Change, Continuity, and Context

SS.H.1.9-12 Evaluate how historical developments were shaped by time and place as well as broader historical contexts.

SS.H.2.9-12 Analyze change and continuity within and across historical eras.

SS.H.3.9-12 Evaluate the methods utilized by people and institutions to promote change.

History - Perspectives

SS.H.5.9-12 Analyze the factors and historical context that influenced the perspectives of people during different historical eras.

SS.H.7.9-12 Identify the role of individuals, groups, and institutions in people's struggle for safety, freedom, equality and justice.

SS.H.8.9-12 Analyze key historical events and contributions of individuals through a variety of perspectives, including those of historically underrepresented groups.

History - Causation and Argumentation

SS.H.11.9-12 Analyze multiple and complex causes and effects of events in the past.

SS.H.12.9-12 Analyze the geographic and cultural forces that have resulted in conflict and cooperation.

Anthropology

SS.Anth.1.9-12 Analyze the elements of culture and explain the factors that shape these elements differently around the world.

SS.Anth.2.9-12 Explain how cultures develop and vary in response to their physical and social environment, including local, national, regional, and global patterns.

ILLINOIS STATE LAWS-----

105 ILCS 20. Silent Reflection and Student Prayer Act

Sec 1. In each public school classroom the teacher in charge shall observe a brief period of silence with the participation of all the pupils therein assembled at the opening of every school day. This period shall not be conducted as a religious exercise but shall be an opportunity for silent prayer or for silent reflection on the anticipated activities of the day. (*Source: P.A. 95-680, eff. 10-11-07.*)

Sec. 5. In order that the right of every student to the free exercise of religion is guaranteed within the public schools and that each student has the freedom to not be subject to pressure from the State either to engage in or to refrain from religious observation on public school grounds, students in the public schools may voluntarily engage in individually initiated, non-disruptive prayer that, consistent with the Free Exercise and Establishment Clauses of the United States and Illinois Constitutions, is not sponsored, promoted, or endorsed in any manner by the school or any school employee. (*Source: P.A. 92-832, eff. 1-1-03.*)

Illinois Constitution Preamble

We, the People of the State of Illinois — grateful to Almighty God for the civil, political and religious liberty which He has permitted us to enjoy and seeking His blessing upon our endeavors — in order to provide for the health, safety and welfare of the people; maintain a representative and orderly government; eliminate poverty and inequality; assure legal, social and economic justice; provide opportunity for the fullest development of the individual; insure domestic tranquility; provide for the common defense; and secure the blessings of freedom and liberty to ourselves and our posterity — do ordain and establish this Constitution for the State of Illinois.

Summary of Indiana State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2014 Indiana State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can and in some cases are expected to teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.doe.in.gov/. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Indiana Standards for English/Language Arts 2014

Grade 8

Reading: Literature

Structural Elements and Organization

8.RL.3.2 Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

8.RL.4.2 Analyze how works of literature draw on and transform earlier texts.

Grade 9-10

Reading: Literature

Synthesis and Connection of Ideas

9-10.RL.4.2 Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Reading: Nonfiction

Synthesis and Connection of Ideas

9-10.RN.4.3 Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

Social Studies

Grade K

History - Historical Knowledge

K.1.2 Identify people, celebrations, commemorations, and holidays as a way of honoring people, heritage, and events. *Example:* George Washington; Chief Little Turtle; Abraham Lincoln, Harriet Tubman; and Martin Luther King, Jr., Thanksgiving, Columbus Day, ...

Geography - Human Systems

K.3.6 Identify and compare similarities and differences in families, classmates, neighbors and neighborhoods, and ethnic and cultural groups. *Example:* Use newspapers, yearbooks, local Web sites and photographs to show the similarities and differences in family customs and celebrations,...

Grade 1

History - Historical Knowledge

1.1.3 Identify American songs and symbols and discuss their origins. *Example:* Songs: "The Star-Spangled Banner" and "Yankee Doodle", Symbols: The United States Flag, the bald eagle and the Statue of Liberty

1.1.5 Identify people and events observed in national celebrations and holidays. *Example:* Celebrations and holidays, such as Thanksgiving, Reverend Martin Luther King, Jr. Day; Presidents' Day; Independence Day; Arbor Day; and Veterans' Day

Civics & Government - Roles of Citizens

1.2.5 Know the Pledge of Allegiance and understand that it is a promise to be loyal to the United States.

Summary of Indiana State Standards Regarding Teaching about the Bible and Christianity

Grade 2

History - Chronological Thinking, Historical Comprehension, Research

2.1.6 Create and maintain a calendar of important school days, holidays and community events.

Civics & Government - Roles of Citizens

2.2.6 Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only President) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship.

Grade 3

Geography - Places and Regions

3.3.5 Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and the local community as part of a specific region. *Example:* States touching the Great Lakes are part of the Great Lakes Region. The same states are also considered part of the Midwest because of their location relative to other states. **cultural characteristics: human features, such as population, communication and transportation networks, religion and customs, and how people make a living or build homes and other structures.*

Grade 4

Civics & Government – Foundations of Government

4.2.1 Explain the major purposes of Indiana's Constitution as stated in the Preamble.

4.2.2 Describe individual rights, such as freedom of speech, freedom of religion and the right to public education, which people have under Article I of Indiana's Constitution.

Civics & Government - Roles of Citizens

4.2.6 Define and provide examples of civic virtues* in a democracy. *Examples:* Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, patriotism, fairness and commitment to the common good. **civic virtues: behaviors that contribute to the healthy functioning of a democracy*

Grade 5

History – Historical Knowledge

Colonization and Settlements: 1607 to 1763

5.1.5 Compare and contrast the religious, political and economic reasons for the colonization of the Americas by Europe. *Examples:* Puritans fleeing religious persecution,...

History – Historical Knowledge

The American Revolution: 1763 to 1783

5.1.9 Understand how political, religious, and economic ideas brought about the American Revolution *Examples:* resistance to imperial policy, the Stamp Act, the Townshend Acts, Intolerable [Coercive] Acts.

Civics & Government – Foundations of Government

5.2.2 Identify and explain ideas about limited government*, the rule of law and individual rights in key colonial era documents. *Examples:* The Mayflower Compact (1620), Fundamental Orders of Connecticut (1639) **limited government: the powers of government are specified and limited, usually by a written constitution, in order to protect individual rights*

5.2.5 Describe and give examples of individual rights guaranteed by the Bill of Rights. *Example:* The right to associate with whomever one pleases; the right to practice the religion of one's choice...

Grade 6

History - Historical Knowledge

Early and Classical Civilizations: 1900 B.C. /B.C.E to 700 A.D. /C.E.

6.1.2 Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica. (Individuals, Society and Culture) *Example:* Judaism, Christianity...

Summary of Indiana State Standards Regarding Teaching about the Bible and Christianity

Medieval Period: 400 A.D./C.E. – 1500 A.D./C.E.

6.1.3 Explain the continuation and contributions of the Eastern Roman Empire after the fall of the Western Roman Empire. *Examples:* Influence of the spread of Christianity in Russia and Eastern Europe

6.1.4 Identify and explain the development and organization of political, cultural, social and economic systems in Europe and the Americas. *Examples:* Feudal system, manorial system, rise of kingdoms and empires, and religious institutions

6.1.5 Analyze the diverse points of view and interests of those involved in the Crusades and give examples of the changes brought about by the Crusades. *Examples:* Increased contact between European and non-European peoples, impact on Jews and Muslims in Europe and the Middle East,...

Geography - Places and Regions

6.3.4 Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. *Examples:* Language, religion, recreation, clothing, diet, music/dance, family structure, and traditions

Grade 8

History - Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1801

8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.

High School

World History & Civilization

Classical Civilization: c.1000 B.C. / B.C.E. to c.600 A.D. / C.E.

WH.2.1 Review the development and key concepts of major world religions and philosophies including Hinduism, Buddhism, Judaism, Christianity, and Islam.

WH.2.2 Examine the development of Judaism and the civilization of Ancient Israel, including the origins of monotheism, the significance of the Exodus from Egypt, the Hebrew Bible and the Ten Commandments as the source of many moral and ethical traditions of Western civilization.

WH.2.7 Examine the origins, rise, and spread of Christianity including the life of Jesus, and Christianity's impact on the Roman Empire.

Major Civilizations and Cultural Interactions: c.600 A.D./C.E. to c.1300 A.D./C.E.

WH.3.3 Explain the division between the Eastern and Western branches of Christianity as a result of the Great Schism of 1054.

WH.3.6 Explain the role of Christianity as a unifying force in medieval Europe.

WH.3.9 Explain the cultural, political and religious causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.

The Rise of Western Civilization and Global Interaction: 1300 to 1750 CE

WH.4.2 Analyze the factors that led to the rise and spread of the Protestant Reformation, the Catholic Counter-Reformation, as well as reforming movements in other religions, including the wars of religion.

Revolutions, Nationalism, and Imperial Power: 1500 to 1900 CE

WH.5.2 Explain the key ideas of the Enlightenment in European history and describe its impact upon political and religious thought and culture in Europe and the Americas including the foundation of American government.

United States History

Early National Development: 1775 to 1877

USH.1.1 Read key documents from the Founding Era and explain major ideas about government, individual rights and the general welfare embedded in these documents.

The United States in Troubled Times: 1960 to 1980

USH.7.1 Evaluate various methods and philosophies (e.g. Martin Luther King, Jr...) to bring about social justice during the Civil Rights Movement.

Summary of Indiana State Standards Regarding Teaching about the Bible and Christianity

United States Government

Foundations of Government in the United States

USG.2.1 Summarize the colonial, revolutionary, and Founding-Era experiences and events that led to the writing, ratification, and implementation of the United States Constitution (1787) and Bill of Rights (1791).

USG.2.4 Explain the history and provide examples of foundational ideas of American government embedded in the Founding-Era documents such as: natural rights philosophy, social contract, popular sovereignty, constitutionalism, representative democracy, political factions, federalism, and individual rights.

Geography and History of the World

World Religions

GHW.2.1 Map the development over time of world religions from their points of origin and identify those that exhibit a high degree of local and/or international concentration. *Examples:* Universal religions/beliefs: Judaism (Jerusalem), Christianity (Jerusalem), Islam (Mecca, Medina) and Buddhism (Varanasi);...

GHW.2.2 Differentiate among selected countries in terms of how their identities, cultural and physical environments, and functions and forms of government are affected by world religions. *Examples* Spain: Muslim, Jewish and Christian influences on government, considering their similarities and differences (100–1500); Russia: influences of the Eastern Orthodox Church (1400–1917); Iran and Iraq: how religion (Shia Islam and Sunni Islam) affects culture and government (1917–present); Israel: the Jewish state and a possible future Palestinian State (1948–present)

GHW.2.3 Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. *Examples* Japan (Shintoism and Buddhism): natural beauty; India (Hinduism and Jainism): reverence for living things, especially for selected animal species; Sub-Saharan Africa (rise of animism): animistic perception of land, resources and natural events; Western World (Christianity): environment and attitudes toward resource use

GHW.2.4 Analyze and assess the rise of fundamentalist movements in the world's major religions during contemporary times (1980–present) and describe the relationships between religious fundamentalism and the secularism and modernism associated with the Western tradition. *Examples:* Shiite Islamic fundamentalism in Iran and its view of the West in general and the United States in particular as “The Great Satan” (1970–present); fundamentalism in India and its relationship to the government of India (1980–present)

INDIANA STATE LAWS-----

IC 20-30-5-4.5 Moment of silence

(a) In order that: (1) the right of each student to the free exercise of religion is guaranteed within the schools; and (2) the freedom of each student is subject to the least possible coercion from the state either to engage in or to refrain from religious observation on school grounds; the governing body of each school corporation shall establish the daily observance of a moment of silence in each classroom or on school grounds.

(b) During the moment of silence required by subsection (a), the teacher responsible for a classroom shall ensure that all students remain seated or standing and silent and make no distracting display so that each student may, in the exercise of the student's individual choice, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede another student in the exercise of the student's individual choice. *(As added by P.L.78-2005, SEC.6.)*

Indiana Constitution Preamble

TO THE END, that justice be established, public order maintained, and liberty perpetuated; WE, the People of the State of Indiana, grateful to ALMIGHTY GOD for the free exercise of the right to choose our own form of government, do ordain this Constitution.

Summary of Indiana State Standards Regarding Teaching about the Bible and Christianity

Article 1, Section 1—In Inherent rights

WE DECLARE, that all people are created equal; that they are endowed by their CREATOR with certain inalienable rights; that among these are life, liberty, and the pursuit of happiness...

Article 1, Section 3—Freedom of religious opinions

No law shall, in any case whatever, control the free exercise and enjoyment of religious opinions, or interfere with the rights of conscience.

Summary of Iowa State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2017 Iowa State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.educateiowa.gov. For an article on how to use this information, search for *Keeping the Faith* on our News & Articles page at www.gtbe.org.

Iowa CORE Standards for English Language Arts 2016

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Grade 9 – 10

Reading Standards for Informational Text – Integration of Knowledge and Ideas

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 8

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 *Reading standards to literature* (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Social Studies

Kindergarten

Behavioral Science

Examine Factors that Led to Continuity and Change on Human Development and Behavior

SS.K.7. Describe ways in which students and others are alike and different within a variety of social categories.

Grade 1

Behavioral Science

Recognize the Interaction Between the Individual and Various Groups

SS.1.7. Investigate how social identities can influence students' own and others' thoughts and behaviors.

Examine Factors that Led to Continuity and Change on Human Development and Behavior

SS.1.8. Identify students' own cultural practices and those of others within the community and around the world.

Civics/Government

Apply Civic Virtues and Democratic Principles

SS.1.9. Describe a situation that exemplifies democratic principles including, but not limited to, equality, freedom, liberty, respect for individual rights, and deliberation.

History

Analyze Change, Continuity, and Context

SS.1.21. Compare life in the past to life today within different communities and cultural groups, including indigenous communities.

SS.1.23. Describe the diverse cultural makeup of Iowa's past and present in the local community, including indigenous and agricultural communities.

Summary of Iowa State Standards Regarding Teaching about the Bible and Christianity

Grade 3

Geography

Evaluate Human Environment Interaction

SS.3.20. Describe how cultural characteristics influence people's choices to live in different regions of the U.S.

Grade 4

Behavioral Sciences

Recognize the Interaction Between the Individual and Various Groups

SS.4.7. Explain causes of conflict or collaboration among different social groups.

Grade 5

Behavioral Sciences

Recognize the Interaction Between the Individual and Various Groups

SS.5.8. Analyze how rights and laws influence interactions between groups in society.

Civics/Government

Apply Civic Virtues and Democratic Principles

SS.5.10. Describe how the Declaration of Independence and the Constitution impact the decisions of government, society, and/or communities.

Geography

Create Geographic Representations

SS.5.19. Create geographic representations to illustrate how cultural and environmental characteristics of a region impacted a historical event. *[Editor's note: culture includes religious beliefs and practices]*

Grade 6

Content Anchor Standard: World Regions and Cultures

Students will focus on geography, history, and culture in global regions. Students will analyze regional, physical, and cultural characteristics of places. The analysis will show how these factors influenced people who lived there and how the people and characteristics have changed over time.

Behavioral Sciences

Examine Factors that Led to Continuity and Change in Human and Group Behavior

SS.6.13. Identify what makes up a culture and examine how people acquire their cultural beliefs and value systems.

Geography

Evaluate Human Environment Interaction

SS.6.17. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how this affects the life of the people who live there.

Analyze Change, Continuity, and Context

SS.6.20. Analyze connections among historical events and developments in various geographic and cultural contexts.

Grade 8

Content Anchor Standard: United States History and Civic Ideals

Students focus on the history of the United States including the American founding and establishment of democratic principles. Students will analyze the powers and civic responsibilities of citizens and examine the origins, functions, and structure of the U.S. government. As a result, students will gain an understanding of historical events in early American history, democratic principles, individual rights, and government institutions.

Summary of Iowa State Standards Regarding Teaching about the Bible and Christianity

Civics/Government

Analyze Civic and Political Institutions

SS.8.14. Examine and explain the origins, functions and structure of government with reference to the US Constitution and other founding documents, branches of government, bureaucracies, and other systems and its effectiveness on citizens.

Geography

Evaluate Human Environment Interaction

SS.8.18. Explain how the physical and human characteristics of places and regions influence culture.

Analyze Human Population Movements and Patterns

SS.8.19. Explain how push and pull factors contributed to immigration and migration in early American history.

Analyze Change, Continuity, and Context

SS.8.21. Analyze connections among early American historical events and developments in broader historical contexts.

History

Compare Perspectives

SS.8.22. Explain how and why prevailing social, cultural, and political perspectives changed during early American history.

Justify Causation and Argumentation

SS.8.23. Explain multiple causes and effects of events and developments in early American history.

Critique Historical Sources and Evidence

SS.8.24. Critique primary and secondary sources of information with attention to the source of the document, its context, accuracy, and usefulness such as the Declaration of Independence, the Bill of Rights, the Constitution, Washington's Farewell address...

Grades 9 - 12

Behavioral Sciences

Recognize the Interaction and Influence Between Individuals and Various Groups

Psychology Strand

SS-Psy.9-12.13. Explain how social, cultural, gender, and economic factors influence behavior and human interactions in societies around the world. *[Editor's note: culture includes religious beliefs and practices]*

Civics and Government

Analyze Civic and Political Institutions

SS-Gov.9-12.16. Evaluate how the U.S. Constitution establishes the Rule of Law, governmental powers and responsibilities, as well as limits to a government.

Apply Civic Virtues and Democratic Principles

SS-Gov.9-12.21. Explain the mechanisms of political socialization in American democracy such as the effects of the family, school, community, and media in influencing one's political decisions.

Geography

Evaluate Human Environment Interaction

SS-Geo.9-12.18. Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

Analyze Human Population Movement and Patterns

SS-Geo.9-12.19. Analyze the reciprocal relationship between historical events and the spatial diffusion of ideas, technologies, cultural practices and the distribution of human population. *[Editor's note: culture includes religious beliefs and practices]*

Summary of Iowa State Standards Regarding Teaching about the Bible and Christianity

World History

Recognize the Interaction Between Individuals and Various Groups

SS-WH.9-12.13. Describe the impact of culture and institutions on societies.

Analyze Human Population Movement and Patterns

SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture. *[Editor's note: culture includes religious beliefs and practices]*

IOWA STATE LAWS

299.24 Religious groups exempted from school standards

When members or representatives of a local congregation of a recognized church or religious denomination established for ten years or more within the state of Iowa prior to July 1, 1967, which professes principles or tenets that differ substantially from the objectives, goals, and philosophy of education embodied in standards set forth in section 256.11, and rules adopted in implementation thereof, file with the director of the department of education proof of the existence of such conflicting tenets or principles, together with a list of the names, ages, and post-office addresses of all persons of compulsory school age desiring to be exempted from the compulsory education law and the educational standards law, whose parents or guardians are members of the congregation or religious denomination, the director, subject to the approval of the state board of education, may exempt the members of the congregation or religious denomination from compliance with any or all requirements of the compulsory education law and the educational standards law for two school years. (2014)

Iowa Constitution Preamble

WE THE PEOPLE OF THE STATE OF IOWA, grateful to the Supreme Being for the blessings hitherto enjoyed, and feeling our dependence on Him for a continuation of those blessings, do ordain and establish a free and independent government, by the name of the State of Iowa, the boundaries whereof shall be as follows...

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Kansas State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2013 Kansas State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.ksde.org. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Kansas English Language Arts Standards 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Grade 1 - Families

History

In this unit, students will study history through understanding the role of family. They will recognize important people in their lives, specifically family members and investigate family history including creating a timeline.... Students will recognize and analyze symbols that represent the United States and Kansas, specifically as represented on flags. Students will be able to identify who is the first and current president of the United States. Students will gain an understanding of the meaning and purpose of national holidays.

Ideas symbols (e.g., U.S. flag, Pledge of Allegiance, bald eagle; Kansas flag, Kansas motto, etc.)

People/Roles important people in student's life/family, president as leader of the United States, name of current president

Events food production (e.g., wheat, corn, soybeans, sunflowers, livestock), national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day)

Summary of Kansas State Standards Regarding Teaching about the Bible and Christianity

Grade 3 - Communities

History

In this unit, students will recognize and evaluate the significant people and events that shaped their hometown and/a major city in Kansas, and other cities of the world. They will analyze how these people and events contributed to the way the citizens of their town/city and citizens of other metropolitan areas are perceived and function today. Students will understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, and civic and cultural leaders specific to their hometown. They will analyze the impact of experiences of groups of people who have contributed to the development of towns/cities. They will analyze the experiences of groups of people who have made historical and cultural contributions to their community and compare it with other communities. Students will investigate the significance of events, holidays and ceremonies that are important to their community.

Ideas natural resources, customs, culture

People/Roles civic, political, cultural leaders, settlers, and entrepreneurs in your community, ethnic groups

Places/Institutions home town, community, landmarks, historic sites

Events settlement of your community, historical events in your community, and holidays

Standard 3 Societies are shaped by beliefs, ideas, and diversity.

- How do different customs and cultural traditions shape your community?

Civics/Government

Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.

Grade 5 - United States History (Beginnings through at least 1800)

Societies of North America: Lands and People: Ancient—1400s

In this unit, students consider the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society.

Ideas migration, civilizations, shelter, culture, cultural groups, beliefs, archaeology, pre-Columbian societies of North America

People/Roles Anasazi/Pueblo, Mississippian (Mound Builders), Chinook, Iroquois League, Sioux, hunter-gatherers, early farmers

Events origin stories

Exploration and Conflict: 1000s–1600s

This period begins with the encounters between American Indians and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration and settlement of North America...

Ideas technology, exploration, European search for wealth and resources, trade, Imperialism, conflict, conquest, exploitation, Northwest Passage, Columbian Exchange, spread of Christianity

Colonization: 1600s–1760s

This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

Ideas wealth and resources, indentured and involuntary servitude/slavery, trade, religious freedom, governing, salutary neglect, social and gender issues, aristocracy

People/Roles Sir Walter Raleigh, Pilgrims, Roger Williams, King George III, Anne Hutchinson, Puritans, Quakers, Peter Stuyvesant, William Penn

Places/Institutions thirteen original colonies, Atlantic Ocean, New England colonies, Middle colonies, Southern colonies, West Africa, Great Britain

Summary of Kansas State Standards Regarding Teaching about the Bible and Christianity

Events charter, development of agriculture-based economy, slavery, Mayflower Compact, English Bill of Rights, Triangular Trade Route, Great Awakening, Middle Passage, charter system

Standard 1 - Choices have consequences

- What were the consequences of colonizing the New World?

Standard 2 - Individuals have rights and responsibilities.

- Why might individuals agree to give up their rights to become indentured servants in the New World?

Standard 3 - Societies are shaped by beliefs, idea, and diversity.

- How has Puritanism shaped American values?

Building a New Nation: 1770s–1790s

The post-revolutionary period in the United States is a critical moment in U.S. history. During this era the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation.

Ideas individual rights, limited government, separation of powers, checks and balances, federalism, slavery, suffrage, religious freedom, states' rights

Grade 6 - World History

Ancient World History

They will investigate major religions including Judaism, Hinduism, Buddhism, Christianity, and Islam and their impact on governments, society, and culture. The course will include an examination of the spread and transformation of culture and ideas across these regions through trade and conquest. Students will draw conclusions about the significance of various civilizations and their connection to events, ideas, and culture today.

Ancient World History: Early River Civilizations (approx. 7000 BCE –approx. 500 CE)

In this unit students will begin with a brief overview of the developments, particularly in agriculture, necessary for the beginnings of what are defined as “civilizations.” Students will explore the concept and attributes of civilizations. They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. Students will compare and contrast the government, culture, and ideas of Mesopotamia and the Fertile Crescent, Egypt, China, and India. Students will trace the development of city-states and early government. They will investigate the causes and consequences of the rise and decline of empires through conquest and expansion. They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. Students will compare and contrast polytheism and monotheism and analyze the impact of religion on the early river civilizations.

Ideas civilization, division of labor, empire, polytheism, social hierarchy, architecture, alphabet, imports, exports, monotheism, Judaism, Ten Commandments, Fertile Crescent

People/Roles Nebuchadnezzar, Assyrians, Phoenicians, monarch, Abraham, Moses

Places/Institutions Tigris, Euphrates, Fertile Crescent, Sumer, Babylon, Phoenicia, Mediterranean Sea

Events development of city-states, wheels, Epic of Gilgamesh, Hammurabi's Code, chariot, Exodus

Ancient World History: Ancient Rome (approx. 753 BCE – approx. 1453 CE)

In this unit students will trace the rise and fall of the Roman Republic and the Roman Empire and recognize the differences between the two. Students will examine the enduring achievements of the Romans in engineering, architecture and government. They will examine the origins of Christianity and its impact as it spread throughout the Roman Empire....

Ideas republic, dictatorship, patricians/plebeians, consul, senate, veto, Latin, Roman engineering, roads, civil law, Judaism, Messiah, Christianity, Christian Bible

People/Roles Romulus & Remus, Virgil, Hannibal, Spartacus, Cicero, Julius Caesar, Jesus of Nazareth, 1st and 2nd Triumvirate, Mark Anthony, Augustus, Constantine, Attila, Justinian & Theodora

Places/Institutions Forum, Carthage, Gaul, Roman Empire, Italy, Constantinople, Byzantine Empire

Summary of Kansas State Standards Regarding Teaching about the Bible and Christianity

Events Law of the Twelve Tables, Punic Wars, Pax Romana, spread of Christianity, division of Rome, fall of Rome

Standard 2 - Individuals have rights and responsibilities.

- How did changing views on freedom of worship in the Roman Empire affect the spread of Christianity?

Ancient World History: Middle Ages in Europe

In this unit students will recognize the influence of the Christian church on the small kingdoms of Europe after the fall of the Roman Empire. They will investigate the invasion of Europe by Muslims, Magyars, and Vikings. Students will examine the conflicts between religious and political leaders and how they shaped society and culture. Students will draw conclusions about the causes and effects of the Crusades. They will investigate changing views on rights as expressed in the Magna Carta and through the development of Parliament in England...

Ideas Crusades, medieval, missionaries, feudalism, chivalry, growth of towns and trade, Parliament, excommunicate

People/Roles St. Patrick, monks and friars, Pope, Benedict, Charlemagne, William the Conqueror, Eleanor of Aquitaine, Thomas Aquinas, Pope Urban I, Saladin, King Richard I, St. Francis of Assisi

Places/Institutions Rome, Britain, Ireland, monasteries, Gaul (France), Holy Roman Empire, Holy Land, Spain

Events Battle of Hastings, Crusades, Magna Carta, Hundred Years War, Black Death, Reconquista, Gothic architecture

Standard 1 - Choices have consequences

- How did the attempts to retake the Holy Land from the Muslims through the Crusades impact Europe and the Middle East?

Standard 2 - Individuals have rights and responsibilities.

- How did feudalism define the rights and responsibilities between lords and vassals?

Standard 3 - Societies are shaped by beliefs, idea, and diversity.

- How did Christianity influence education in the Middle Ages? (Standard 3)

Grade 7 - Geography

Human Geography: Culture

In this unit students should be introduced to human geography with a concentration on culture... Students should be able to analyze the characteristics of culture and apply this analysis to their world.

Development of Culture traits, culture groups, language, food, customs, religion, traditions, history, ways of life

Cultural Regions race, religion, ethnicities, languages, custom and tradition, cultural diversity, multiculturalism, cultural change and diffusion

Standard 1 - Choices have consequences

- What types of choices influence the development of a culture?

Standard 2 - Individuals have rights and responsibilities.

- How are rights defined within a culture?

Standard 3 - Societies are shaped by beliefs, idea, and diversity.

- How does the diversity within a region impact its cultural development?

Standard 4 - Societies experience continuity and change over time.

- What are the most critical factors in bringing about cultural change?

Human Geography: Government, Economics, and Religion

In this unit students should be introduced to human geography with a concentration on government, economics, and religion....

Religions role of religious beliefs, impact of religion on development, Buddhism, Christianity, Hinduism, Islam, Judaism, etc.

Standard 1 - Choices have consequences

- How do religious and economic choices affect a region's political systems?

Summary of Kansas State Standards Regarding Teaching about the Bible and Christianity

Standard 2 - Individuals have rights and responsibilities.

- What role do individual rights play in political, economic, and religious systems?

Standard 3 - Societies are shaped by beliefs, idea, and diversity.

- How do political, economic, and/or religious beliefs shape a culture?

Standard 4 - Societies experience continuity and change over time.

- What system would be easiest to change: political, economic, or religious?

Standard 5 - Relationships between people, place, idea, and environments are dynamic.

- What tension exists between political, economic, and religious systems with in a culture?

Kansas History: Early Peoples Exploration, and Drawing Boundaries (7000 BCE—1854 CE)

In this unit, students should consider the variety of peoples and cultures who inhabited what would become Kansas. Students should be asked to consider the reasons for settlement and consider beliefs, ideas, diversity, relationships between various people, relationships between people and their environment, and change over time. The bulk of the time should be spent on the contrasting cultures of early and later arriving groups (emigrant Native American groups, explorers, missionaries, and the military)...

Ideas contrasting cultures, exploration, settlement, adaptation, trade

Kansas History: To the Stars through Difficulty (1865—1890s)

In this unit students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state's government, economy, and culture. The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. The students should concentrate on the development of the political, economic, and cultural identity of the state.

Ideas homesteading, immigration, romantic image of the West, promotion and growth of agriculture, railroads

People/Roles Buffalo Soldiers, Satanta, Cyrus K. Holliday, Fred Harvey, Joseph McCoy, Exodusters, ethnic and religious immigrants

Standard 3 - Societies are shaped by beliefs, idea, and diversity.

- How did ethnic and religious immigrants impact the culture of the state?

High School

World History

Modern World History: Renaissance and Reformation (approx. 1300–1600)

In this unit, students will explore the causes that led to the creative and intellectual ideas of the Renaissance and how they led to the birth of the modern era. Students will trace the economic and religious practices of the Roman Catholic Church that brought about the Protestant Reformation. They will draw conclusions about the consequences of the choices made by various reformers, including the establishment of new religious movements and reforms made within the Catholic Church. Students will examine the impact of these competing beliefs on society...

Ideas humanism, city-states, secular, Renaissance, Protestantism, Catholicism, Reformation, predestination, Counter-Reformation, indulgences

People/Roles Michelangelo, Machiavelli, Leonardo da Vinci, Lorenzo de Medici, Johannes Gutenberg, William Shakespeare, Sir Thomas More, Martin Luther, John Calvin, Henry VIII

Places/Institutions Italy, Florence, Milan, Venice, Germany, Spain, England, Papal States

Events movable type, Ninety-Five Theses, Council of Trent, Inquisition, Diet of Worms, Italian Renaissance, Northern Renaissance

Standard 1 - Choices have consequences

- What choices made by the Church led to the Protestant Reformation and why?

Standard 2 - Individuals have rights and responsibilities.

- By what authority and with what kind of power did the Catholic Church fight against the heresy of the Reformation?

Summary of Kansas State Standards Regarding Teaching about the Bible and Christianity

Standard 3 - Societies are shaped by beliefs, idea, and diversity.

- How was the world changed by the ideas of the Renaissance and/or Reformation?

Standard 4 - Societies experience continuity and change over time.

- Did the Renaissance and Reformation give birth to the modern western world?

Standard 5 - Relationships between people, place, idea, and environments are dynamic.

- What influence did the Renaissance have on the Reformation?

World Geography

In each regional unit, students will examine the nations, regions, and areas defined. Students should be asked to recognize the physical features, characteristics, and human geography of the nations, regions, and areas. Each nation and/or region should be examined with consideration to the five geographic themes and essential elements. Students should be asked to recognize and evaluate critical choices and consequences, rights and responsibilities, beliefs, ideas and diversity, continuity and change, and dynamic relationships drawing conclusions about how the world works.

Units Latin America, Europe, North Africa and the Middle East, Sub-Saharan, Africa, North Asia, South Asia

Human Geography demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Standard 3 - Societies are shaped by beliefs, idea, and diversity.

- How have specific beliefs, ideas, and diversity impacted the geography of the region?

Standard 5 - Relationships between people, place, idea, and environments are dynamic.

- How has geography shaped the culture and relationships in the region?

KANSAS STATE LAWS -----

§72-1628. Sectarian doctrines; Holy Scriptures

No sectarian or religious doctrines shall be taught or inculcated in any of the public schools of a city; but nothing in this section shall be construed to prohibit the reading of the Holy Scriptures, without note or comment. (*History: L. 1951, ch. 395, § 42; July 1.*)

§72-5308. Patriotic exercises; flag etiquette; observation of holidays

(a) The state board of education shall prepare for the use of the public schools a program providing for patriotic exercises the board deems to be expedient, under such instructions as may best meet the varied requirements of the different grades in such schools. The program of patriotic observation of every school district shall include:

- (1) A daily recitation of the pledge of allegiance to the flag of the United States of America;
- (2) instructions relating to flag etiquette, use and display; and
- (3) provisions relating to the observance in public schools of Lincoln's birthday, Washington's birthday, Memorial Day, and Flag day and such other legal holidays designated by law.

(b) The state board of education shall adopt any rules and regulations necessary to implement the provisions of subsection (a). (*History: L. 1907, ch. 319, § 3; R.S. 1923, 72-5308; L. 1969, ch. 310, § 23; L. 2001, ch. 79, § 1; July 1.*)

§72-5308a. Periods of silence authorized

In each public school classroom, the teacher in charge may observe a brief period of silence with the participation of all the pupils therein assembled at the opening of every school day. This period shall not be conducted as a religious exercise but shall be an opportunity for silent prayer or for silent reflection on the anticipated activities of the day. (*History: L. 1969, ch. 310, § 24; July 1.*)

Kansas Constitution Preamble

We, the people of Kansas, grateful to Almighty God for our civil and religious privileges, in order to insure the full enjoyment of our rights as American citizens, do ordain and establish this constitution of the state of Kansas...

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2019 Kentucky State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases, are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.education.ky.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Kentucky Reading and Writing Academic Standards 2019

Grade 8

Reading Standards for Literature

Integration of Knowledge and Ideas

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events or character types from myths, traditional stories or religious works, including describing how the material is rendered new.

Social Studies

Kindergarten

Civics

C: Roles and Responsibilities of a Citizen

K.C.RR.2 Identify symbols and events that represent American patriotism.

The symbols and events that represent American patriotism may include, but are not limited to, the National Flag, National Holidays, the Pledge of Allegiance, the National Anthem and any history or stories surrounding significant monuments found in a child's local community.

Geography

G: Human Interactions and Interconnections

K.G.HI.1 Identify and describe the culture of communities.

Culture can be defined as the main characteristics shared by a group of people at a particular time and in a particular place that are learned and passed down by rules, traditions and stories. Culture can include, but is not limited to, characteristics like values, norms, beliefs and ways of behaving. Culture can be passed on informally from person to person and can be described through song, story, decoration, ritual and/or celebration. For example, the culture of a student's classroom might include the value of respecting others. This value might be reflected in a rule posted on the wall which says to take turns when speaking.

History

H: Change and Continuity

K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.

Communities can be made up of individuals representing diverse racial, religious, ethnic and cultural backgrounds. The interactions of diverse groups influence the overall culture of a community and dictate the traditions (customs, beliefs and institutions) found in the classroom, school and local community.

Grade 1

Civics

C: Civic Virtues and Democratic Principles

1.C.CV.1 Describe basic democratic principles.

Democratic principles are the building blocks of good government and may include, but are not limited to, equality before the law, inalienable rights, consent of the governed, the right to alter or abolish the government, justice, responsibility and freedom. *[Editor's note: According to the Declaration of Independence, "inalienable rights are endowed by our creator (by God)]*

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

Geography

G: Human Interactions and Interconnections

1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.

Culture can be defined as the main characteristics shared by a group of people at a particular time and in a particular place that are learned and passed down by rules, traditions and stories. Culture can include, but is not limited to, characteristics like religions, philosophies, moral codes, ... The culture of a community is unique and is illustrated by the traditions found in that community. These traditions may be passed on informally from person to person and can be described through song, story, decoration, ritual and/or celebration...

Grade 3

Civics

C: Civic Virtues and Democratic Principles

3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.

Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, the right to alter or abolish the government, justice, responsibility and freedom. These principles are not found in all countries worldwide; thus, not all are democratic governments. *[Editor's note: According to the Declaration of Independence, "inalienable rights are endowed by our creator (by God)]*

History

H: Change and Continuity

3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.

Grade 4

Civics

C: Civic Virtues and Democratic Principles

4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.

Civic virtues are principles that encourage citizens to be involved in activities that contribute to the bettering of society. Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom. Students should examine the ability of various forms of government to accomplish the goal of fostering civic virtue and upholding democratic principles. *[Editor's note: According to the Declaration of Independence, "inalienable rights are endowed by our creator (by God)]*

Geography

G: Migration and Movement

4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.

G: Human Interactions and Interconnections

4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.

Grade 5

Geography

G: Human Interactions and Interconnections

5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.

Many cultural groups were present in America at this time, including immigrants from many different European countries... They all possessed different traditions, beliefs and customs that influenced American culture today, including, but not limited to, holidays, music, food and dances.

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

Civics

C: Civic Virtues and Democratic Principles

5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.

Americans have the freedoms they enjoy because of the democratic principles laid out in the nation's founding documents. These democratic principles include, but are not limited to, equality before the law, inalienable rights (rights people are born with that cannot be taken away), consent of the governed, right to alter or abolish the government, justice, responsibility and freedom. *[Editor's note: According to the Declaration of Independence, "inalienable rights are endowed by our creator (by God)]*

History

H: Change and Continuity

5.H.CH.1 Describe the impact of foundational documents on the development of the United States.

The founding documents, including, but not limited to, the Declaration of Independence, U.S. Constitution and Bill of Rights, established the United States government and presented the philosophical, traditional and political foundations on which the nation was built. New political ideologies influenced the democratic principles that guided the founding of the nation and formation of the government.

H: Cause and Effect

5.H.CE.2 Analyze the role religion played in early colonial society.

Freedom of religion served as the reason many colonists, such as the Puritans, initially immigrated to America. Within the colonies, the Middle colonies offered freedom of religion, which attracted diverse groups, such as Quakers. New England had strict religious rules that governed the rules of their colonies.

Grade 6

Civics

C: Civic and Political Institutions

6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.

As civilizations developed and populations increased, there was a need for an organized system of government.

The governments created across the world in this era were influenced by geography, economic needs, religious ideologies and culture, among other factors.

C: Civic Virtues and Democratic Principles

6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Geography

G: Human Interactions and Interconnections

6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.

Interactions between civilizations occurred through trade and were facilitated or hindered by geographic features. The ancient civilizations of Egypt and Kush were physically and economically connected by the Nile River. Through this connection, religious and cultural ideas were spread

History

H: Change and Continuity

6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.

Population growth and the development of iron metallurgy also spurred the growth from Civilization to Empire. Throughout this process, ideas and cultures were created, shared and blended, and polytheistic and monotheistic religions as well as ideologies were developed and practiced.

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

Grade 7

Economics

E: Macroeconomics

7.E.MA.1 Compare the economic development of traditional and market economies.

The difference between a traditional and market economy can be seen in the manner in which economic activities under both systems are carried out. A traditional economy is based on traditions and customs. Traditional economies produce products and services that are a direct result of their beliefs, customs, traditions and religions.

Grade 8

Civics

C: Civic and Political Institutions

8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.

8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding documents, and their impacts on citizens.

Our founding documents derived from experiences with British rule in the colonies. With heavy influence from a variety of European philosophers, the Constitution and the Bill of Rights lay out the system of democratic rule as well as specified citizen rights.

C: Processes, Rules and Laws

8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600 - 1877.

While the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government are stated in the Declaration of Independence, the actual carrying out of these principles has varied throughout the nation's early history. *[Editor's note: According to the Declaration of Independence, "inalienable rights are endowed by our creator (by God)]*

High School

Civics

C: Civic Virtues and Democratic Principles

HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.

Geography

G: Kentucky Geography

HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state.

G: Migration and Movement

HS.G.MM.1 Analyze how cultural, ... factors contribute to migration patterns ...

[Editor's note: religious freedom, religious persecution are factors that contribute to migration patterns]

G: Human Interactions and Interconnections

HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.

United States History

H: Change and Continuity

HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

World History

H: Change and Continuity

HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.

H: Cause and Effect

HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.

HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.

Historical and Cultural Influences of the Bible (elective 2018)

The purpose of these standards is to provide learning experiences to familiarize students with:

1. The contents of the Hebrew Scriptures or New Testament;
2. The history of the Hebrew Scriptures or New Testament;
3. The literary style and structure of the Hebrew Scriptures or New Testament; and
4. The influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values and culture.

Disciplinary Literacy

DL1. Analyze literary aspects of the Bible.

DL1.A. Determine and analyze the themes, concepts, figures, places and events depicted in biblical texts.

DL1.B. Recognize and analyze various literary forms and genres (e.g., narrative, prophetic, poetic, apocalyptic, epistolary, legal, parable and proverb) found in Biblical texts.

DL1.C. Identify and analyze figurative language and literary structures in Biblical texts (e.g., imagery, plot, irony, conflict, parallelism, satire, allegory and metaphor).

Historical Thinking

HT1. Analyze the interplay of economic, political, social, geographical, historical, cultural, linguistic and anthropological impacts on the development of the Bible and other religions' texts.

HT1.A. Examine biblical texts considering a variety of textual elements.

HT1.B. Analyze biblical texts, engaging in the skills of sourcing, close reading, contextualizing and comparing.

HT1.C. Compare and contrast various Bible versions to analyze the contextual influences of canons, translations and editions.

Analyzing Influences

AI1. Analyze the relationships between the Bible and society and culture.

AI1.A. Examine the influence of the Bible on historical, political and social movements and realities.

AI1.B. Analyze influences of the Bible on the development of religious and secular identities (i.e., belief, behavior and belonging).

AI1.C. Determine the interplay among the Bible and cultural expressions through the examination of a variety of literature, art, language, oratory and music (e.g., literature, art, language, oratory and music).

KENTUCKY STATE LAWS

§158.175 Observation of moment of silence or reflection

(5) At the commencement of the first class of each day in all public schools, the teacher in charge of the room may announce that a moment of silence or reflection not to exceed one (1) minute in duration shall be observed.

(History: Amended 2000 Ky. Acts ch. 235, sec. 1, effective July 14, 2000. Amended 1996 Ky. Acts ch. 85, sec. 1, effective July 15, 1996. Amended 1990 Ky. Acts ch. 476, Pt. IV, sec. 205, effective July 13, 1990. Amended 1988 Ky. Acts ch. 435, sec. 3, effective July 15, 1988. Amended 1986 Ky. Acts ch. 339, sec. 1, effective July 15, 1986. Amended 1980 Ky. Acts ch. 304, sec. 1, effective July 15, 1980. Created 1976 Ky. Acts ch. 145, sec. 1.)

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

§158.177 Teaching of evolution – right to include Bible theory of creation

(1) In any public school instruction concerning the theories of the creation of man and the earth, and which involves the theory thereon commonly known as evolution, any teacher so desiring may include as a portion of such instruction the theory of creation as presented in the Bible, and may accordingly read such passages in the Bible as are deemed necessary for instruction on the theory of creation, thereby affording students a choice as to which such theory to accept. (2) For those students receiving such instruction, and who accept the Bible theory of creation, credit shall be permitted on any examination in which adherence to such theory is propounded, provided the response is correct according to the instruction received. (3) No teacher in a public school may stress any particular denominational religious belief. (4) This section is not to be construed as being adverse to any decision, which has been rendered by any court of competent jurisdiction. *(History: Repealed & reenacted 1990 Ky. Acts ch. 476, Pt. V, sec. 403, effective July 13, 1990. -- Created 1976 Ky. Acts ch. 261, sec. 1. KY Rev Stat §158.77(2019))*

§158.195 Reading and posting in public schools of texts and documents on American history and heritage

Local boards may allow any teacher or administrator in a public school district of the Commonwealth to read or post in a public school building, classroom, or event any excerpts or portions of: the national motto; the national anthem; the pledge of allegiance; the preamble to the Kentucky Constitution; the Declaration of Independence; the Mayflower Compact; the writings, speeches, documents, and proclamations of the founding fathers and presidents of the United States; United States Supreme Court decisions; and acts of the United States Congress including the published text of the Congressional Record. There shall be no content-based censorship of American history or heritage in the Commonwealth based on religious references in these writings, documents, and records. *(History: Created 1992 Ky. Acts ch.170, sec.4, effective July 14, 1992.)*

Student Free Speech and Religious Liberty Rights

§158.186 requires that school-based decision-making councils receive copies of the below listed statutes:

§158.181 - §158.187

(To obtain a 3 page PDF of these statutes go to: Kentucky Department of Education ->School Based Decision Making ->Other Technical Documents)

§158.183 Expression of religious or political viewpoints in public schools and public postsecondary institutions

SECTION 1

(1) Consistent with the Constitutions of the United States of America and the Commonwealth of Kentucky, a student shall have the right to carry out an activity described in any of paragraphs (a) to (i) of subsection (2) of this section, if the student does not:

- (a) Infringe on the rights of the school to:
 - a. Maintain order and discipline;
 - b. Prevent disruption of the educational process; and
 - c. Determine educational curriculum and assignments;
- (b) Harass other persons or coerce other persons to participate in the activity; or
- (c) Otherwise infringe on the rights of other persons.

(2) Consistent with the Constitutions of the United States of America and the Commonwealth of Kentucky, and subject to the provisions of subsection (1) of this section, a student shall be permitted to voluntarily:

- (a) Pray or engage in religious activities in a public school, vocally or silently, alone or with other students to the same extent and under the same circumstances as a student is permitted to vocally or silently reflect, meditate, speak on, or engage in nonreligious matters alone or with other students in the public school;
- (b) Express religious or political viewpoints in a public school to the same extent and under the same circumstances as a student is permitted to express viewpoints on nonreligious or nonpolitical topics or subjects in the school;
- (c) Express religious or political viewpoints in classroom, homework, artwork, and other written and oral assignments free from discrimination or penalty based on the religious or political content of the submissions;

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

- (d) Speak to and attempt to discuss religious or political viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share nonreligious or nonpolitical viewpoints with other students. However, any student may demand that this speech or these attempts to share religious or political viewpoints not be directed at him or her;
 - (e) Distribute religious or political literature in a public school, subject to reasonable time, place, and manner restrictions to the same extent and under the same circumstances as a student is permitted to distribute literature on nonreligious or nonpolitical topics or subjects in the school;
 - (f) Display religious messages on items of clothing to the same extent that a student is permitted to display nonreligious messages on items of clothing;
 - (g) Access public secondary school facilities during non-instructional time as a member of a religious student organization for activities that may include prayer, Bible reading, or other worship exercises to the same extent that members of nonreligious student organizations are permitted access during non-instructional time;
 - (h) Use school media, including the public address system, the school newspaper, and school bulletin boards, to announce student religious meetings to the same extent that a student is permitted to use school media to announce student nonreligious meetings;
 - (i) Meet as a member of a religious student group during non-instructional time in the school day to the same extent that members of nonreligious student groups are permitted to meet, including before and after the school day; and
 - (j) Be absent, in accordance with attendance policy, from a public school to observe religious holidays and participate in other religious practices to the same extent and under the same circumstances as a student is permitted to be 6 absent from a public school for nonreligious purposes.
- (3) Consistent with its obligations to respect the rights secured by the Constitutions of the United States of America and the Commonwealth of Kentucky, a local board of education shall ensure that:
- (a) 1. The selection of students to speak at official events is made without regard to the religious or political viewpoint of the student speaker;
 - 2. The prepared remarks of the student are not altered before delivery, except in a viewpoint-neutral manner, unless requested by the student. However, student speakers shall not engage in speech that is obscene, vulgar, offensively lewd, or indecent; and
 - 3. If the content of the student's speech is such that a reasonable observer may perceive affirmative school sponsorship or endorsement of the student speaker's religious or political viewpoint, the school shall communicate, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the school;
 - (b) Religious and political organizations are allowed equal access to public forums on the same basis as nonreligious and nonpolitical organizations; and
 - (c) No recognized religious or political student organization is hindered or discriminated against in the ordering of its internal affairs, selection of leaders and members, defining of doctrines and principles, and resolving of organizational disputes in the furtherance of its mission, or in its determination that only persons committed to its mission should conduct these activities.
- (4) Consistent with its obligations to respect the rights secured by the Constitutions of the United States of America and the Commonwealth of Kentucky, a local board of education shall permit public schools in the district to sponsor artistic or theatrical programs that advance students' knowledge of society's cultural and religious heritage, as well as provide opportunities for students to study and perform a wide range of music, literature, poetry, and drama.
- (5) No action may be maintained under *KRS 158.181 to 158.187* unless the student has exhausted the following administrative remedies;
- (a) The student or the student's parent or guardian shall state his or her complaint to the school's principal. The principal shall investigate and take appropriate action to ensure the rights of the student are resolved within seven (7) days of the date of the complaint;

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

- (b) If the concerns are not resolved, then the student or the student's parent or guardian shall make a complaint in writing to the superintendent with the specific facts of the alleged violation;
- (c) The superintendent shall investigate and take appropriate action to ensure that the rights of the student are resolved within thirty (30) days of the date of the written complaint; and
- (d) Only after the superintendent's investigation and action may a student or the student's parent or legal guardian pursue any other legal action.

SECTION 2

A teacher in a public school shall be permitted to:

(1) Teach about religion with the use of the Bible or other scripture, but without providing religious instruction, for the secular study of:

- (a) The history of religion;
- (b) Comparative religions;
- (c) The Bible as literature;
- (d) The role of religion in the history of the United States and other countries;
- (e) Religious influences on art, music, literature, and social studies;

(2) Teach about religious holidays, including religious aspects, and celebrate the secular aspects of holidays.

SECTION 3

The Department of Education shall send electronic or paper copies of Section 1 of this Act and KRS 158.195 to each local school board, school-based decision making council, and certified employee in Kentucky on an annual basis.

SECTION 4

Consistent with its obligations to respect the rights secured by the Constitutions of the United States and the Commonwealth of Kentucky, a governing board of a public postsecondary education institution shall ensure that:

(1) The expression of a student's religious or political viewpoints in classroom, homework, artwork, and other written and oral assignments is free from discrimination or penalty based on the religious or political content of the submissions;

(2)

- (a) The selection of students to speak at official events is made in a viewpoint-neutral manner; and
- (b) The prepared remarks of the student are not altered before delivery, except in a viewpoint-neutral manner, unless requested by the student. However, student speakers shall not engage in speech that is obscene, vulgar, offensively lewd, or indecent; and
- (c) If the content of the student's speech is such that a reasonable observer may perceive affirmative institutional sponsorship or endorsement of the student speaker's religious or political viewpoint, the institution shall communicate, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the institution;

(3) Religious and political organizations are allowed equal access to public forums on the same basis as nonreligious and nonpolitical organizations;

(4) No recognized religious or political student organization is hindered or discriminated against in the ordering of its internal affairs, selection of leaders and members, defining of doctrines and principles, and resolving of organizational disputes in the furtherance of its mission, or in its determination that only persons committed to its mission should conduct such activities; and

(5) There shall be no restrictions on the time, place, and manner of student speech that occurs in the outdoor areas of campus or is protected by the First Amendment of the United States Constitution, except for restrictions that are:

- (a) Reasonable;
- (b) Justified without reference to the content of the regulated speech;
- (c) Narrowly tailored to serve a compelling governmental interest; and
- (d) Limited to provide ample alternative options for the communication of the information.

(History: Mar 06, 2017 passed 81-8; signed by President of the Senate; signed by Speaker of the House; Mar 16, 2017 signed by Governor Acts, ch. 15)

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

§156.160 Regulations to establish the elective social studies courses on the Hebrew Scriptures, Old Testament and the New Testament of the Bible

SECTION 1

(1) Pursuant to *KRS 156.160*, the Kentucky Board of Education shall promulgate administrative regulations to establish the courses of study for the different grades. The administrative regulation that sets forth the required and elective courses for the schools shall include:

- (a) An elective social studies course on the Hebrew Scriptures, Old Testament of the Bible;
- (b) An elective social studies course on the New Testament of the Bible; or
- (c) An elective social studies course on the Hebrew Scriptures and the New Testament of the Bible.

(2) The purpose of a course under this section is to:

- (a) Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy; and
- (b) Familiarize students with, as applicable:
 - 1. The contents of the Hebrew Scriptures or New Testament;
 - 2. The history of the Hebrew Scriptures or New Testament;
 - 3. The literary style and structure of the Hebrew Scriptures or New Testament; and
 - 4. The influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.

(3) A student shall not be required to use a specific translation as the sole text of the Hebrew Scriptures or New Testament and may use as the basic textbook a different translation of the Hebrew Scriptures or New Testament from that chosen by the school council.

(4) The Kentucky Department of Education shall include the course standards in the program of studies for Kentucky schools, including the teacher qualifications and required professional development.

(5) A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in the school. A course under this section shall not endorse, favor, or promote, or disfavor or show hostility toward, any particular religion or nonreligious faith or religious perspective. The Kentucky Board of Education, in complying with this section, shall not violate any provision of the United States Constitution or federal law, the Kentucky Constitution or any state law, or any administrative regulations of the United States Department of Education or the Kentucky Department of Education.

SECTION 2

(1) A school-based decision-making council under administrative regulations of the Kentucky Board of Education may offer students in grade nine (9) or above:

- (a) An elective social studies course on the Hebrew Scriptures, Old Testament of the Bible;
- (b) An elective social studies course on the New Testament of the Bible; or
- (c) An elective social studies course on the Hebrew Scriptures and the New Testament of the Bible.

(2) The purpose of a course under this section is to:

- (a) Teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy;
- (b) Familiarize students with, as applicable:
 - 1. The contents of the Hebrew Scriptures or New Testament;
 - 2. The history of the Hebrew Scriptures or New Testament;
 - 3. The literary style and structure of the Hebrew Scriptures or New Testament;
 - 4. The influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.

(3) A student shall not be required to use a specific translation as the sole text of the Hebrew Scriptures or New Testament and may use as the basic textbook a different translation of the Hebrew Scriptures or New Testament from that chosen by the school council.

Summary of Kentucky State Standards Regarding Teaching about the Bible and Christianity

(4) A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in the school. A course under this section shall not endorse, favor, or promote, or disfavor or show hostility toward, any particular religion or nonreligious faith or religious perspective. A school-based decision making council, in complying with this section, shall not violate any provision of the United States Constitution or federal law, the Kentucky Constitution or any state law, or any administrative regulations of the United States Department of Education or the Kentucky Department of Education.

(5) Any school council organized pursuant to *KRS 160.345* or, if none exists, the principal, may authorize the display of historic artifacts, monuments, symbols, and texts, including but not limited to religious materials, in conjunction with a course of study that includes an elective course in history, civilization, ethics, comparative religion, literature, or other subject area that uses such artifacts, monuments, symbols, and texts as instructional material if the display is

(a) Appropriate to the overall educational purpose of the course;

(b) Consistent with the requirements of *KRS 42.705*.

(History: Mar 30, 2017 signed by Speaker of the House; signed by President of the Senate; Apr 11, 2017, signed by Governor (Acts, ch. 187))

Constitution Day

Pursuant to legislation passed by Congress, educational institutions receiving Federal funding are required to hold an educational program pertaining to the United States Constitution on September 17 of each year. Section 111 requires that Constitution Day be held on September 17 of each year, commemorating the September 17, 1787 signing of the Constitution. However, when September 17 falls on a Saturday, Sunday, or holiday, Constitution Day shall be held during the preceding or following week.

(History: Section 111 of Division J of Pub. L. 108-447, the "Consolidated Appropriations Act, 2005," Dec. 8, 2004; 118 Stat. 2809, 3344-45)

Kentucky Constitution Preamble

We, the people of the Commonwealth of Kentucky, grateful to Almighty God for the civil, political and religious liberties we enjoy, and invoking the continuance of these blessings, do ordain and establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2011 Louisiana State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.louisianabelieves.com. For an article on how to use this information, search for Integrating Faith and the Public Schools on our Articles page at www.GoGateways.org.

Louisiana Student Standards for English Language Arts 2019

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or foundational religious works; describe how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Idea

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge

Grade 8

9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, historical fiction, or foundational religious works including describing how the material is rendered new")

Grades 9 – 10

9. Draw relevant evidence from grade-appropriate literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

History

Standard 2 – Historical Thinking Skills

Unit 4: My Community and its Heritage

K.2.2 Identify symbols of local, state, and national importance using various sources.

- What are some important local, state, and national symbols?

[Editor's note: The Liberty bell was cast with the words "proclaim liberty throughout all the land unto all the inhabitants thereof," taken from the Old Testament Leviticus 25:10. Because of this inscription, it was made a symbol of freedom by the abolitionists in the 1830's, when it was also given the name 'Liberty Bell.' It has remained a symbol of freedom and liberty ever since. In recognition of their shared Judeo-Christian values, the State of Israel built a replica of the Liberty Bell and placed it in the center of Jerusalem as a symbol the special bond between the two countries.]

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

K.2.3 Identify local, state, and national celebrations, holidays, and events using various sources.

- What are some celebrations, holidays, and events and why are they important?

[Editor's note: Federal holidays include Thanksgiving and Christmas]

Grade 1

History

Standard 2 – Historical People, Events, and Symbols

Unit 1: My School and My Community

1.2.2 Describe reasons for celebrating events commemorated in national holidays.

- Why are local traditions/celebrations, customs, languages and foods important?

[Editor's note: Federal holidays include Thanksgiving and Christmas]

Unit 3: The Past is Important

1.2.1 Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs.

- Why are American heroes, symbols, landmarks, and patriotic songs important?

[Editor's note: America (My Country, 'Tis of Thee), Battle Hymn of the Republic, America the Beautiful]

1.2.2 Describe reasons for celebrating events commemorated in national holidays.

- Why do we celebrate events commemorated by national holidays?

[Editor's note: Federal holidays include Thanksgiving and Christmas]

Geography

Standard 3 – Maps, Globes, and Environment

Unit 1: My School and My Community

1.3.6 Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture.

- Why are local traditions/celebrations, customs, languages and foods important?

[Editor's note: This can include religious celebrations]

Grade 2

History

Standard 1 – Historical Thinking Skills

Unit 3: Our Community and its Leaders

2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents.

- How are famous Americans associated with national symbols, landmarks, and essential documents?

[Editor's note: Martin Luther King Jr., Abraham Lincoln]

5 Describe how the achievements of famous Americans, of the past and present, changed society.

- How have the achievements of famous Americans changed society?

[Editor's note: including Christians]

Unit 6: Our Community and its Culture

2.1.4 Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance.

- Why do we have local, state, and national celebrations, cultural events, and traditions?
- Why are local, state, and national celebrations, cultural events, and traditions significant?

[Editor's note: Federal holidays include Thanksgiving and Christmas]

Grade 3

History

Standard 1 – Chronological and Historical Thinking

Unit One: Louisiana Today

3.1.6 Compare and contrast the influence of cultural groups in Louisiana.

- Describe ways cultural groups influenced Louisiana's culture, customs, and traditions (language, religion, food, music).

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

Unit Three: Colonial Louisiana

3.1.6 Compare and contrast the influence of cultural groups in Louisiana.

- Explain how the French influenced Louisiana through their cultural influences of religion, education (Catholic schools), government, language, food, and music.
- Explain how the Spanish influenced Louisiana through their cultural influences of religion, education, government, architecture, language, food, and music.

Standard 2 – Key Events, Ideas, and People

Students analyze how historical people and events have contributed to the diversity of Louisiana.

Unit One: Louisiana Today

3.2.4 Identify cultural elements that have contributed to the state's heritage.

- Identify cultural elements that have contributed to Louisiana's heritage such as language, art, music, food, holidays, and celebrations (festivals, parades).

Unit Three: Colonial Louisiana

3.2.4 Identify cultural elements that have contributed to the state's heritage.

- Identify long-lasting cultural influences of the Spanish, French, African, Native American, and Cajun in Louisiana through language, religion, education, and food

Grade 4

History

Standard 1 – Chronological and Historical Thinking Skills

Unit Three: Governing a New Nation

4.1.7 Summarize primary resources and explain their historical importance.

- Read and understand excerpts from the Declaration of Independence, the Preamble, the Bill of Rights, and the Articles of the Constitution.

Standard 2 – People and Events

Unit Two: Early America

4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States.

- Explain the reasons for the establishment of the Jamestown and Plymouth colonies (Jamestown was an economic venture for England, Plymouth was established by families who wanted religious freedom).
- ***Connections to the unit content:*** Students learn that regional geography heavily shaped the life, culture, and economies of colonies... In contrast, Plymouth was settled by whole family units seeking religious freedom...

Civics

Standard 7 – Government and Political Systems

Unit Three: Governing a New Nation

4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights.

- Explain the major grievances the colonists had with King George III in the Declaration of Independence.
- Explain the type of government the colonists wanted, as expressed in the Declaration of Independence.

Standard 8 – Role of Citizen

Unit Three: Governing a New Nation

4.8.2 Differentiate between citizens' rights, responsibilities, and duties.

Define and identify what rights and responsibilities are

Rights: freedoms listed in the bill of rights, plus voting, run for elected office, and the freedom to pursue "life, liberty, and the pursuit of happiness." [*Editor's note: this includes religious freedom*]

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

Grade 5

History

Standard 1 – Historical Thinking Skills

Unit Three: Settlement of the Present-Day United States

5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763.

- Read and analyze excerpts of colonial charters and compacts (Mayflower Compact, charters to establish the 13 colonies, Magna Carta) to answer questions about the government and religious influences of the Pilgrims.

Standard 2 – Key Events, Ideas, and People

Unit Two: European Exploration

5.2.2 Identify early explorers and their motivations, challenges, and achievements

- Explain common motivations for European countries to fund travel/exploration to the Americas (moral obligation and spread of religion, to gain wealth through taking natural resources, or power in the form of claiming land).

Standard 3 – Key Events, Ideas, and People

Unit Three: Settlement of the Present-Day United States

5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements.

- Describe the goals of Spanish, French, English, and Dutch colonization in the Americas (religious goals, glory for the crown, the search for natural resources to gain a profit from).

5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities.

- Compare and contrast the reasons the Pilgrims and Puritans settled in North America.
- Describe the religious rights granted in the colonies that were not granted in Europe
- Explain the motivation for establishing religious freedoms in the colonies, and the effects that religious freedom had on the colonies.
- Compare and contrast religious freedom and religious tolerance granted in various settlements
- Make a connection between early religious freedom in the colonies and the constitutional right of religious freedom in the United States.

Unit Four: Colonial Achievements

5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities.

- Identify religious groups that settled colonial America (Puritans, Quakers, Jews, Protestants, Lutheran).
- Compare and contrast how pilgrims' and puritans' beliefs on religion impacted the growth and development of the settlements and government.
- Compare and contrast religious tolerance between the 13 colonies based on charters.
- Explain the purpose and impacts of the Great Awakening, including the motivations of the leaders (George Whitefield and Jonathan Edwards), how ideas spread, its role in challenging the colonial social classes, and its role in advancing the colonies.

5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies.

- Explain how economy, religious freedoms, and trade contributed to the development of the British colonies.

Standard 6 – Purposes, Foundation, and Structure

Unit Four: Colonial Achievements

5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy

- Explain how colonists' religious beliefs shaped their forms of government

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

Grade 6

History

Standard 1 – Historical Thinking Skills

Unit Four: Civilizations in Africa and Asia

Territorial expansion and the growth of trade and taxation influenced migration patterns and the spread of cultures, ideas, and religion.

6.1.2 Construct and interpret a parallel timeline of key events in the ancient world

- Ask students to create a timeline of events, which details the origins and spread of various religions.

6.1.3 Analyze information in primary and secondary sources to address document-based questions

- Students will read and analyze documents and compare and contrast Judaism and Christianity.

6.1.4 Identify and compare measurements of time in order to understand historical chronology.

- Identify historical time periods and eras (warring states period).
- Review terms related to measurements of time as needed (B.C.E./B.C., C.E./A.D., circa or c.).

Unit Five: Medieval Europe and the Renaissance

Ideas, people, and events influenced the Renaissance and transformed European culture.

6.1.2 Construct and interpret a parallel timeline of key events in the ancient world.

- Create a parallel timeline for the Middle Ages and Renaissance that includes the ... printing of the Gutenberg Bible.

Standard 2 – Key Events, Ideas, and People

Unit Two: The Ancient River Valleys: Geography and Civilization

6.2.6 Analyze the origin and spread of major world religions as they developed throughout history.

- Analyze the role and importance of key people/groups (Abraham, Moses, the three kings), places (Canaan, Israel, Jerusalem), and texts (Hebrew Bible: Torah, Talmud) in the origin and spread of Judaism.
- Explain the reasons for Jewish migration in the ancient world, including factors that pushed and pulled Hebrews to different areas (geographic and environmental factors such as famine, as well as social factors such as the exodus, expulsions, and persecution).
- Explain how migration and the Jewish diaspora contributed to the spread of Judaism.

Unit Three: Ancient Greece and Rome

Territorial expansion and the growth of trade and taxation influenced migration patterns and the spread of cultures, ideas, and religion.

6.2.6 Analyze the origin and spread of major world religions as they developed throughout history.

- Analyze the role and importance of important people (Abraham, Moses, kings, prophets, Jesus, apostles, Muhammad, caliphs) and texts (Hebrew Bible, Bible, Qur'an) in the origins and early spread of the three major monotheistic religions (Judaism, Christianity, Islam).
- Explain how factors influenced the spread of monotheistic religions (forced and voluntary migration, conversion, trade, conquest, Constantine).
- Use maps to locate places related to the origin and spread of the major monotheistic religions (Canaan, Israel, Jerusalem, Egypt, Babylon, Mecca, Medina, Spain, Europe, Mediterranean region, Arabian Peninsula, North Africa, Southeast Asia), including important religious sites (synagogues, temples, churches, mosques) and places of shared importance (Israel, Jerusalem, Middle East).
- Compare/contrast the major monotheistic religions (Judaism, Islam, Christianity), including the reason why Judaism, Christianity, and Islam are referred to as the Abrahamic religions.

Unit Four: Civilizations in Africa and Asia

How and why have the major world religions spread from their places of origin?

[Editor's note: The following Unit Four excerpts are from the Grade 6 Social Studies document: "Task – Social Studies – Grade 6 – Spread of World Religions"]

Students explain the impact that religion had on cultural diffusion in the Eastern Hemisphere.

6.2.6 Analyze the origin and spread of major world religions as they developed throughout history.

- Using a map, identify the regions of origin for each major world religion (Judaism, and Christianity in Israel/Palestine, ...).

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

- Where did the five major world religions originate?
- How do you think the geography of the area helped to spread religion?
- Can students analyze the origin and spread of major world religions as they developed throughout history?

Student Look-Fors

1. Students should be able to define monotheism as a belief in only one God.
2. Students should note similarities in both Christianity and Judaism. Both Christianity and Judaism are considered to be Abrahamic because they recognize their leader as Abraham. Both religions were persecuted for their beliefs. Judaism came before Christianity, and Christianity started as an offshoot of Judaism in the first century C.E.
3. Students should list the following differences between Judaism and Christianity.

Judaism

- Judaism is the oldest surviving monotheistic religion.
- Began in the eastern Mediterranean in the second millennium B.C.E.
- Abraham is considered to be the first Jew.
- In 73 C.E., the Roman Empire dispersed the Jews after an insurrection against Roman authority.
- Most Jews then lived in Diaspora as minorities in their communities, until the founding of the state of Israel in 1948.
- When Jews from all over the world came to settle in modern Israel, they found that various subcultures had developed in different areas with distinctive histories, languages, religious practices, customs, and cuisine.

Christianity

- Christianity started as an offshoot of Judaism in the first century C.E.
- The emperor Constantine converted to Christianity in 324 C.E.
- Early Christian communities were often persecuted.
- The Roman Empire became the Holy Roman Empire.
- The development of Christian groups derived from major and minor splits.
- The Orthodox Church and its patriarch split away from the Roman Catholic Church and the Pope in 1054 C.E. because of political and doctrinal differences.
- In the 16th century, Martin Luther, upset at the corruption of the Catholic papacy, spearheaded a reformation movement that led to the development of Protestantism.
- Christian missionaries proselytize all over the world, and there are large populations of Christians on every continent on Earth, although the forms of Christianity practiced vary.

Unit Five: Medieval Europe and the Renaissance

Ideas, people, and events influenced the Renaissance and transformed European culture.

6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages.

- Describe the culture and society of the Middle Ages, including the manor system, homes, work, warfare, advancements in technology and agriculture, art, architecture, entertainment, the growth of villages, and religion.
- Explain the role and importance of the Catholic Church during the Middle Ages.
- Explain the motivations of the Crusades, including the motivations and perspectives of both Christians and Muslims during the Middle Ages.
- Explain the outcomes and cultural, economic, and political effects of the Crusades, including effects on territorial expansion, cultural diffusion, religious practice in the East and West, and the Muslim world.
- Discuss characteristics of the Italian Renaissance, including Renaissance values (humanism, individualism, secularism, skepticism/questioning, classicism), and explain how the relationship between Italian artists, patrons of the arts, and the Catholic Church contributed to flourishing art in Italian city-states.

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

- Describe the contributions of key people and groups who influenced the Renaissance (Catholic Church/the Church, influential families such as the Medici's Machiavelli) Describe the contributions of key people and groups who influenced the Renaissance (Catholic Church/the Church, influential families such as the Medici's Machiavelli).

Grade 7

Civics

Standard 10 – Civic Literacy

Unit One: Road to Independence

7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms.

- Analyze the extent to which individual rights and freedoms changed as a result of American independence.

Unit Two: Governing the Nation

7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms.

- Analyze different views on the need for and development of a bill of rights.
- Analyze the individual rights in the Bill of Rights and explain reasons those specific rights were included.

Unit Four: Expansion and Conflict

7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms.

Explain how the ideas expressed in founding documents influenced nineteenth-century reform movements in their efforts to expand rights and freedoms.

- Evaluate the success of reform movements in helping to expand individual rights.

High School

Civics

Standard 6 – Government: Purposes, Foundation, and Structure

Unit Two: Louisiana Purchase through the Battle of New Orleans

8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions.

- Compare the ideas and principles emphasized in the preambles to the U.S. and Louisiana Constitutions.

World Geography

Standard 4 – Place

Unit 2: The Americas

WG.4.3 Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events.

- What unifying cultural or physical characteristics developed in various regions of North America?

Unit 3: Europe

WG.4.3 Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events.

- What impact has the diffusion of western European culture had on other regions of the world?

WG.4.4 Evaluate the impact of historical events on culture and relationships among groups.

- What impact has the diffusion of western European culture had on other regions of the world?

[Editor's note: culture is informed by values, beliefs and religious practices]

Unit 4: Asia, Australia, and Oceania

WG.4.3 Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events.

- How do different cultural beliefs influence public policy and decision-making processes across this region?

[Editor's note: culture is informed by values, beliefs and religious practices]

WG.4.4 Evaluate the impact of historical events on culture and relationships among groups.

- How have native populations in Oceania, Australia, and New Zealand maintained and/or integrated traditional customs and lifestyles?

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

Unit 5: Middle East and North Africa

WG.4.3 Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events.

- How do different cultural beliefs influence public policy and decision-making processes across this region? *[Editor's note: cultural beliefs can include Christian values, traditions and teachings]*
- What influence do major religions in South Asia have on the culture, economy, and politics of those countries?

WG.4.4 Evaluate the impact of historical events on culture and relationships among groups.

- How and why have the major religions of the Middle East influenced the culture, economy, and politics of this region?
- What influence do major religions in South Asia have on the culture, economy, and politics of those countries? *[Editor's note: including Christianity]*
- What were the significant contributions and lasting impacts of ancient civilizations in this region?

Standard 5 – Human Systems

Unit 2: The Americas

WG.5.1 Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time.

- What factors affect the historical migration patterns to and within North America?
- What are the characteristics of settlement patterns that exist within major North American cities?
- What unifying cultural or physical characteristics developed in various regions of North America?

Unit 3: Europe

WG.5.1 Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time.

- What factors have attributed to the continuity of European cultures despite waves of migration and warfare?

Civics

Standard 1 – Foundations of American Government

C.1.4 Explain the influence of Enlightenment philosophers, the Great Awakening, and the American Revolution on the American founding documents.

- How “revolutionary” were the ideas behind the American Revolution?
- Upon what historical precedents did the Founding Fathers draw?
- What roles did Enlightenment philosophical thinking and religion play?

Connections

Students evaluate how successful the Founding Fathers were in establishing a “more perfect union.”, students investigate the Founding Fathers’ major historical, philosophical, and religious influences to better understand their decisions as they declared independence from Great Britain and began the work of creating the US government.

Religious Influences

Prior to conducting this task with students, read the background information for the “*Religion and the Argument for American Independence*” lesson, including the linked source, “*Religion and the American Revolution*” by Christine Leigh Heyrman.

United States History

Standard 1 – Historical Thinking Skills

US.1.2 Compare and/or contrast historical periods in terms of differing political, social, religious, or economic contexts, similar issues, actions, and trends, both change and continuity.

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

World History

Standard 1 – Historical Thinking Skills

Unit 1: Renaissance and Reformation

WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues.

Standard 2 – Cultural and Social Development

Students examine the political, social, and economic consequences of the Renaissance, the Reformation, and the Age of Exploration.

Unit 1: Renaissance and Reformation

WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change.

- What were the key ideas (intellectual hallmarks) of the Renaissance?
- What were the key social hierarchies in Renaissance Europe, and how did ideas about hierarchy shape people's lives?
- Who are some of the most influential artists and thinkers of the Renaissance?
- What was the lasting significance of the Renaissance?

Possible Sources

Gutenberg Bible, British library

Europe in Renaissance and Reformation, Samuel Harrison Thomson

WH.2.2 Analyze the causes and effects of the Reformation and Counter-Reformation.

- What disagreements caused the Protestant Reformation and Counter-Reformation?
- What were the effects of the Reformation across society, government, and economics?

Sample tasks

Martin Luther, Stanford History Education Group

Possible Sources

Europe in Renaissance and Reformation, Samuel Harrison Thomson

On Christian Liberty, Martin Luther

The Reformation, Diarmaid MacCulloch

The Last Letter, Sir Thomas More

The Protestant Reformation: Major Documents, Lewis W. Spitz, ed.

On Predestination, John Calvin

The 95 Theses, Martin Luther

Unit 2: Ages of Discovery and Monarchs of Europe

WH.2.4 Identify key European explorers of the Americas and Asia and explain the goals and consequences of exploration on society.

- What were the political, economic, and religious causes of European exploration?

Possible Sources

Privileges and Prerogatives Granted by Their Catholic Majesties to Christopher Columbus, Yale Law School

Cultures in Conflict: Christians, Muslims, and Jews in the Age of Discovery, Bernard Lewis

LOUISIANA STATE LAWS

RS 17.2115 Silent prayer or meditation; pledge of allegiance

A. Each parish, city, and other local public-school board in the state shall permit the proper school authorities of each school within its jurisdiction to allow an opportunity, at the start of each school day, for those students and teachers desiring to do so to observe a brief time in silent prayer or meditation. The allowance of a brief time for silent prayer or meditation shall not be intended nor interpreted as state support of or interference with religion, nor shall such time allowance be promoted as a religious exercise and the implementation of this Section shall remain neutral toward religion.

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

B. Each parish and city school board in the state shall also permit the proper authorities of each school to allow the opportunity for group recitation of the "Pledge of Allegiance to the Flag". Such recitation shall occur at the commencement of the first class of each day in all grades and in all public schools. *(2017 Acts 1989, No. 380, §2; Acts 1992, No. 320, §1; Acts 1999, No. 904, §1; Acts 2002, 1st Ex. Sess., No. 56, §1)*

RS 17:2115.1 Official prayer; prohibition

No public elementary or secondary school shall adopt or use any official or standard prayer and when a voluntary, student-initiated, student-led prayer is offered, it shall be done in accordance with the religious views of the student offering the prayer. *(2017 Acts 1995, No. 264, §1)*

RS 17:2115.3 Student-initiated, student-led prayer; participation

No law, rule, or policy shall deny to any student attending a public elementary or secondary school the right to participate in voluntary, student-initiated, student-led prayer. *(2017 Acts 1995, No. 264, §1)*

RS 17:2115.4 Student meetings

No law, rule, or policy shall prevent any student who attends a public elementary or secondary school and who is responsible for or presiding over a meeting of a school organization or assembly from calling upon a student volunteer to offer an inspirational quotation or statement, offer a voluntary prayer, or lead in silent meditation, at the sole option of the student volunteer. *(2017 Acts 1995, No. 264, §1)*

RS 17:2115.5 School grounds

No law, rule, or policy shall prevent a student attending any public elementary or secondary school from participating in voluntary, student-initiated, student-led prayer on school property before or after school or during free time. *(2017 Acts 1995, No. 264, §1)*

RS 17:2115.6 Student organizations

No student organization at any public elementary or secondary school shall be denied recognition or any privilege or benefit solely because it is religious in nature, has a religious affiliation, or has no religious affiliation. *(2017 Acts 1995, No. 264, §1)*

RS 17:2115.7 Commencement address

When a high school student attending any public secondary school is invited to speak at a commencement ceremony for such school, school officials shall not censor the speech for religious content. *(2017 Acts 1995, No. 264, §1)*

RS 17:2115.8 Athletic teams

No law, rule, or policy shall prohibit members of athletic teams at any public elementary and secondary school from engaging in voluntary, student-initiated, student-led prayer. *(2017, Acts 1995, No. 264, §1)*

RS 17:2117 Reading and posting of certain writings, documents, and records; prohibition; limitations; dissemination to local school systems

A. No public elementary or secondary school governing authority, superintendent of schools, or school system administrator, nor any public elementary or secondary school principal or administrator shall prohibit any teacher in a public school system of this state from reading and posting in a public school building or classroom or at a school-sponsored event any excerpts or portions of the following: (1) The preamble to the Constitution of the state of Louisiana; (2) The Declaration of Independence; (3) The United States Constitution; (4) The Mayflower Compact; (5) The national motto; (6) The national anthem; (7) The pledge of allegiance; (8) The writings, speeches, documents, and proclamations of the founding fathers and presidents of the United States; (9) Organic documents from the Pre-Colonial, Colonial, Revolutionary, Federalist, and Post-Federalist eras; (10) United States Supreme Court decisions; (11) Acts of the United States Congress.

Summary of Louisiana State Standards Regarding Teaching about the Bible and Christianity

B. No public elementary or secondary school governing authority, superintendent of schools, or school system administrator, nor any public elementary or secondary school principal, administrator, or teacher, in the course and scope of his duties in such capacity, shall censor or suppress in any way any writing, document, record, or other content of any material listed in Subsection A of this Section or any portion thereof based upon religious or other reference or content in any such material. *(2017 Acts 1997, No. 415, §1, eff. June 22, 1997)*

Louisiana Constitution Preamble

We, the people of Louisiana, grateful to Almighty God for the civil, political, economic, and religious liberties we enjoy, and desiring to protect individual rights to life, liberty, and property; afford opportunity for the fullest development of the individual; assure equality of rights; promote the health, safety, education, and welfare of the people; maintain a representative and orderly government; ensure domestic tranquility; provide for the common defense; and secure the blessings of freedom and justice to ourselves and our posterity, do ordain and establish this constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES _____

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.asp

Summary of Maine State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2019 Maine State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.maine.gov. For an article on how to use this information, search for Integrating Faith and the Public Schools on our Articles page at www.GoGateways.org.

Maine English Language Arts Standards 2020

Reading Standards for Literature - Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text - Integration of Knowledge and Ideas

Grades 9-10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9- 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

Civics & Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of local government.

History

Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United

Summary of Maine State Standards Regarding Teaching about the Bible and Christianity

States, and world.

History 3: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts.

Grade 1

Civics & Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 1: Students understand key ideas and processes that characterize democratic government in the community and the United States by describing and providing examples of democratic ideals

Civics & Government 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.

Civics & Government 4: Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.

History

Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

History 2: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans by explaining how individuals and families share both common and unique aspects of culture, values, and beliefs through stories, traditions, religion, celebrations, or the arts. Students organize findings at a developmentally appropriate manner and share gathered information using oral and visual examples.

History 3: Students understand historical aspects of the uniqueness and commonality of individuals and groups, including Maine Native Americans, by describing traditions of Maine Native Americans and various historical and recent immigrant groups and traditions common to all.

Grade 2

Civics & Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.

Civics & Government 4: Students understand the traditions of Maine Native Americans and various cultures by comparing national traditions and customs.

History

Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

History 1: Students understand the nature of history as well as they foundation of ideas by following an established procedure to locate sources appropriate to reading level and identifying a few key figures and events from personal history, and the history of the community, the state the United States, especially those

Summary of Maine State Standards Regarding Teaching about the Bible and Christianity

associated with historically-based traditions.

History 2: Students understand the nature of history as well as the key foundation of ideas by creating a brief historical account about family, the local community, or the nation by locating and collecting information from sources including maps, charts, graphs, artifacts, photographs, or stories of the past.

Grade 3

Civics & Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 2: Students understand key ideas and processes that characterize democratic government in the community and the United States by recognizing symbols, monuments, celebrations, and leaders of national government.

Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of Maine Native Americans and other various cultures in Maine by describing civic beliefs and activities in the daily life of diverse cultures of Maine.

Geography

Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

Geography 2: Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities.

Grade 4

Civics & Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in Maine and the United States by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.

Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of various cultures in the United States by describing civic beliefs and activities in the daily life of diverse cultures.

Grade 5

Civics & Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 3: Students understand the basic rights, duties, responsibilities, and roles of citizens in a democratic republic by identifying and describing the United States Constitution and Bill of Rights as documents that establish government and protect the rights of the individual United States citizen.

Civics & Government 5: Students understand civic aspects of unity and diversity in the daily life of various cultures in the world, by identifying examples of unity and diversity in the United States that relate to how laws protect individuals or groups to support the common good.

Civics & Government 6: Students understand civic aspects of unity and diversity in the daily life of various cultures of the world by describing civic beliefs and activities in the daily life of diverse cultures.

Geography

Students draw on concepts and processes from geography to understand issues involving people, places,

Summary of Maine State Standards Regarding Teaching about the Bible and Christianity

and environments in the community, Maine, the United States, and the world.

Geography 2: Students understand geographic aspects of unity and diversity in the community and in Maine, including Maine Native American communities by collecting, evaluating, and organizing information about the impacts of geographic features on the daily life of various cultures, including Maine Native Americans and other cultures and communities.

History

Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

History 1: Students understand various major eras in the history of the community, Maine, and the United States by tracing and explaining how the history of democratic principles is preserved in historic symbols, monuments, and traditions important in the community, Maine and the United States. Students make real or simulated decisions related to the United States, world, or civic organizations by applying appropriate and relevant social studies knowledge and skills, including research skills, and other relevant information. Students communicate findings from a variety of print and non-print sources, describe plagiarism and demonstrate appropriate citation

History 2: Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, by describing various cultural traditions and contributions of Maine Native Americans and other cultural groups within the United States.

Grade 6-8

Civics & Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 2: Students understand constitutional and legal rights, civic duties and responsibilities, and roles of citizens in a constitutional democracy by:

(F1) Explaining the constitutional and legal status of "citizen" and provide examples of rights, duties, and responsibilities of citizens.

(F2) Describing how the powers of government are limited to protect individual rights and minority rights as described in the United States Constitution and the Bill of Rights.

(D1) Analyzing examples of the protection of rights in court cases or from current events.

(D2) Analyzing how people influence government and work for the common good including voting, writing to legislators, performing community service, and engaging in civil disobedience through selecting, planning, and implementing a civic action or service-learning project based on a school, community, or state asset or need, and analyze the project's effectiveness and civic contribution.

Civics & Government 3: Students understand political and civic aspects of cultural diversity by:

(F1) Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.

(F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.

(D1) Explaining constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations.

(D2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of the United States and the world.

Geography

Students draw on concepts and processes from geography to understand issues involving people, places, and environments in the community, Maine, the United States, and the world.

Summary of Maine State Standards Regarding Teaching about the Bible and Christianity

Geography 1: Students understand the geography of the community, Maine, the United States, and various regions of the world and the geographic influences on life in the past, present, and future by:

(F3) Evaluating a geographic issue of physical, environmental, or cultural importance.

(D1) Identifying consequences of geographic influences through inquiry and formulating predictions.

(D2) Describing the impact of change on the physical and cultural environment.

Geography 2: Students understand geographic aspects of unity and diversity in Maine, the United States, and various world cultures, including Maine Native Americans by:

(F1) Explaining how geographic features have impacted unity and diversity in Maine, the United States, and other nations.

(D1) Summarizing and interpreting the relationship between geographic features and cultures of Maine Native Americans, and historical and recent immigrant groups in Maine, United States, and the world.

History

Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world.

History 1: Students understand major eras, major enduring themes, and historic influences in the history of Maine, the United States, and various regions of the world by:

(D2) Analyzing major historical eras, major enduring themes, turning points, events, consequences, and people in the history of Maine, the United States and various regions of the world.

(D3) Explaining the history of democratic ideals and constitutional principles and their importance in the history of the United States and the world.

History 2: Students understand historical aspects of unity and diversity in the community, the state, including Maine Native American communities, and the United States by:

(F2) Identifying a variety of cultures through time, including comparisons of native and immigrant groups in the United States, and eastern and western societies in the world.

(F3) Identifying major turning points and events in the history of Maine Native Americans and various historical and recent immigrant groups in Maine, the United States, and other cultures in the world.

High School

Civics & Government

Students draw on concepts from civics and government to understand political systems, power, authority, governance, civic ideals and practices, and the role of citizens in the community, Maine, the United States, and the world.

Civics & Government 2: Students understand the constitutional and legal rights, the civic duties and responsibilities, and roles of citizens in a constitutional democracy and the role of citizens living under other forms of government in the world by:

(F1) Explaining the relationship between constitutional and legal rights, and civic duties and responsibilities in a constitutional democracy.

(F2) Evaluating the relationship between the government and the individual as evident in the United States Constitution, the Bill of Rights, and landmark court cases.

(F3) Evaluating how people influence government and work for the common good, including voting, writing to legislators, performing community service, and engaging in civil disobedience.

(D1) Comparing the rights, duties, and responsibilities of United States citizens with those of citizens from other nations.

(D2) Analyzing the constitutional principles and the roles of the citizen and the government in major laws or cases.

Civics & Government 3: Students understand political and civic aspects of cultural diversity by:

(F1) Explaining basic civic aspects of historical and/or current issues that involve unity and diversity in

Summary of Maine State Standards Regarding Teaching about the Bible and Christianity

Maine, the United States, and other nations

(F2) Describing the political structures and civic responsibilities of the diverse historic and current cultures of Maine, including Maine Native Americans.

(D1) Analyzing constitutional and political aspects of historical and/or current issues that involve unity and diversity in Maine, the United States, and other nations through selecting, planning, and implementing a civic action or service-learning project based on a community, school, state, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.

(D2) Analyzing the political structures, political power, and political perspectives of the diverse historic and current cultures of the United States and the world.

History

Students draw on concepts and processes using primary and secondary sources from history to develop historical perspective and understand issues of continuity and change in the community, Maine, the United States, and world:

History 2: Students understand historical aspects of unity and diversity in the United States, the world, and Native American communities by:

(D2) Making use of primary and secondary sources, identifying and analyzing major turning points and events in the history of world cultures as it pertains to various historical and recent migrant groups

MAINE STATE LAWS

§4805. Other special observances

1. Flag It shall be the duty of instructors to impress upon the youth by suitable references and observances the significance of the flag, to teach them the cost, the object and principles of our government, the inestimable sacrifices made by the founders of our Nation, the important contribution made by all who have served in the armed services of our country since its inception and to teach them to love, honor and respect the flag of our country that costs so much and is so dear to every true American citizen. (1985, c. 103, §3 (AMD))

2. Period of silence The school board of a school administrative unit may require, at the commencement of the first class of each day in all grades in all public schools in their unit, that the teacher in charge of the room in which each class is held shall announce that a period of silence shall be observed for reflection or meditation and during that period, silence shall be maintained and no activities engaged in. (1981, c. 693, §5, 8 (new))

9. Religious holidays A public school may acknowledge religious holidays by conveying a message of pluralism and freedom of belief in some manner or form that does not endorse religion. In determining whether an acknowledgement endorses religion, school officials shall consider the context in which the acknowledgement appears or occurs. (1993, c. 581, §1 (new))

§1221 Teaching of virtue and morality

Instructors of youth in public or private institutions shall use their best endeavors to impress on the minds of the children and youth committed to their care and instruction the principles of morality and justice and a sacred regard for truth; love of country, humanity and a universal benevolence; the great principles of humanity as illustrated by kindness to birds and animals and regard for all factors which contribute to the well-being of man; industry and frugality; chastity, moderation and temperance; and all other virtues which ornament human society; and to lead those under their care, as their ages and capacities admit, into a particular understanding of the tendency of such virtues to preserve and perfect a republican constitution, secure the blessings of liberty and to promote their future happiness. (1983, c. 767, §1(amd))

§1224 - A Release time for religious observance

Public school students who participate in a course of moral instruction or a religious observance at their place of worship or other suitable place may be granted release time for the period actually spent on that instruction or

Summary of Maine State Standards Regarding Teaching about the Bible and Christianity

observance, up to a maximum of one hour per week. The granting of release time shall be at the option of the local school unit and shall not result in any additional cost to the local school unit. Release time shall be granted in accordance with policies established by the local school unit. (1983, c.767, §3(new))

Maine Constitution Preamble

We the people of Maine, in order to establish justice, insure tranquility, provide for our mutual defense, promote our common welfare, and secure to ourselves and our posterity the blessings of liberty, acknowledging with grateful hearts the goodness of the Sovereign Ruler of the Universe in affording us an opportunity, so favorable to the design; and, imploring God's aid and direction in its accomplishment, do agree to form ourselves into a free and independent State, by the style and title of the State of Maine and do ordain and establish the following Constitution for the government of the same.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES_____

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

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Summary of Maryland State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2015 Maryland State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.mdk12.org. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Maryland College and Career-Ready Standards for English Language Arts 2014

Reading Literature Standards – Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

RL.9 – 10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text - Integration of Knowledge and Ideas

Grades 9 – 10

RL.9 – 10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 8

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

W.9 – 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9 – 10.9.a Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Civics

Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with particular emphasis on democratic skills and attitudes necessary to become responsible citizens and engage in political participation and contribute to the public process.

A. The Foundations and Function of Government

Pre-Kindergarten

2. Identify symbols and practices associated with the United States of America
 - a. Recognize symbols, such as the American flag
 - b. Recognize that the Pledge of Allegiance is a practice that happens in school

Kindergarten

2. Identify symbols and practices associated with the United States of America
 - a. Identify common symbols, such as the American Flag, and Statue of Liberty

Summary of Maryland State Standards Regarding Teaching about the Bible and Christianity

- b. Recognize that saying the Pledge of Allegiance and singing “The Star-Spangled Banner” are practices associated with being a citizen

Grade 1

- 2. Identify and discuss the meaning of symbols and practices associated with the United States of America
 - a. Identify and discuss the meaning of common symbols associated with the United States of America, such as bald eagle, White House, and the Statue of Liberty
 - b. Describe how actions, such as pledging allegiance to the American flag and singing “The Star-Spangled Banner” and “America” are associated with being a citizen

Grade 2

- 2. Explain how democratic skills and attitudes are associated with being a responsible citizen
 - a. Use appropriate informational text to develop an understanding of democratic skills and attitudes, such as rights and responsibilities, respect, fairness, honesty, loyalty, and courage
 - b. Connect certain people, symbols, songs and poems to the ideals they represent, such as George Washington portrays leadership, the American flag represents loyalty and respect, and the Star-Spangled Banner represents courage and freedom

Grade 3

- 2. Explain how certain practices are connected with the democratic principles (skills, attitudes, and dispositions) of being a citizen
 - a. Identify and explain democratic principles, such as individual rights and responsibilities, patriotism, common good, justice and equality
 - b. Describe practices such as voting, following rules, volunteering, and recognizing national holidays associated with democratic principles

B. Individual and Group Participation in the Political System

Pre-Kindergarten

- 1. Recognize people important to the American political system
 - a. Respond to informational text read aloud to develop an awareness of the contributions made by certain individuals that are remembered during the observance of national holidays and celebrations

Kindergarten

- 1. Identify people important to the American political system
 - b. Use informational text to identify and discuss the contributions of individuals recognized on national holidays, such as Martin Luther King, Jr. Day and Presidents' Day

Grade 1

- 1. Identify and describe people important to the American political system
 - a. Describe the contributions of people, past and present, such as George Washington, Abraham Lincoln, Martin Luther King, Jr. and the current president
 - b. Explain how contributions of people may be recognized with holidays and celebrations...

Grade 2

- 1. Explain how contributions and events are important to the American political system
 - b. Explain how contributions of people recognized in holidays, such as Memorial Day and Constitution Day, represent democratic beliefs and attitudes, that include rights and responsibilities, loyalty, respect, and courage

C. Protecting Rights and Maintaining Order

Pre-Kindergarten

- 1. Identify the roles, rights, and responsibilities of being a member of the family and school
 - a. Identify roles of family members

Kindergarten

- 1. Describe the roles, rights, and responsibilities of being a member of the family and school
 - a. Describe the roles, rights, and responsibilities of family members

Summary of Maryland State Standards Regarding Teaching about the Bible and Christianity

Grade 1

1. Describe the rights and responsibilities of being a participating member of the family, school and neighborhood
 - a. Identify the rights, responsibilities and choices that students have in the family, school, and neighborhood

Grade 2

1. Describe the rights and responsibilities of being a participating member of the school and the community
 - a. Recognize and describe how making choices affects self, family, school, and community

Grade 4

1. Describe rights and responsibilities of being a **citizen** in Maryland
 - a. Describe responsibilities associated with certain basic rights of **citizens**, such as freedom of speech, religion, and press, and explain why these responsibilities are important

Grade 5

1. Describe individual rights and responsibilities in the United States
 - a. Describe responsibilities associated with certain basic rights of **citizens**, such as freedom of speech, religion, and press, and explain why these responsibilities are important

Grade 8

1. Examine the impact of governmental decisions on individual rights and responsibilities in the United States
 - a. Describe responsibilities associated with certain basic rights of **citizens**, such as freedom of speech, religion, and press, and explain why these responsibilities are important

Peoples of the Nations and World

Student will understand the diversity and commonality, human interdependence, and global cooperation of the people of Maryland, the United States, and the World through a multicultural and a historic perspective.

A. Elements of Culture

Pre-Kindergarten

1. Identify themselves as individuals and members of families that have the same human needs as others
 - a. Identify the members of their families and the ways that they meet their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music

Kindergarten

1. Identify similarities and differences in people's characteristics, habits, and living patterns to describe how they meet the same human needs
 - a. Use experiences, such as class trips, classroom visitors, stories, and electronic media, to give examples of different choices people make about meeting their human needs for food, clothing, shelter, and other commonalities, such as recreation, stories, and music
 - b. Give examples of qualities, such as customs, interests, skills, and experiences that make individuals and families in their immediate environment unique

Grade 1

1. Observe and describe ways that people of different cultural backgrounds meet human needs and contribute to the community
 - a. Observe and describe ways people in their school and community meet human needs for food, clothing, shelter, and other commonalities, such as recreation, music, and stories
 - b. Discuss and respect traditions and customs of families in the community

Grade 2

1. Analyze elements of two different cultures and how each meets their human needs and contributes to the community
 - a. Use fiction and non-fiction to compare the elements of two different cultures, and how they meet their human needs for food, shelter, and other commonalities such as recreation, music, and stories
 - b. Explain ways people of different ages and/or cultural backgrounds can respect and help to pass on traditions and customs

Summary of Maryland State Standards Regarding Teaching about the Bible and Christianity

Grade 4

1. Describe the various cultures of early societies of Maryland
 - a. Define how culture influences people
 - b. Describe the social, political and religious character of the earliest colonies

Grade 5

1. Describe the various cultures of colonial societies and how the environment influenced them
 - a. Describe how environment and location influenced the cultures and lifestyle
 - b. Define the social, political, and religious components of the early colonies
 - c. Analyze the religious beliefs of early settlers, the motives for migration and the difficulties they encountered in early settlements

Grade 6

1. Describe characteristics that historians use to organize people into cultures
 - a. Describe how location and environment influenced early world cultures
 - b. Describe and compare elements of culture such as art, music, religion, government, social structure, education, values, beliefs and customs, from civilizations in early world history
 - c. Describe the social, political, and religious character of societies in early world history

Grade 7

1. Analyze characteristics that are used to organize people into cultures
 - a. Apply understandings of the elements of culture to the studies of modern world regions, such as art, music, religion, government, social structure, education, values, beliefs and customs

Grade 8

1. Analyze how America became a diverse society
 - a. Describe the influence of religious tolerance and intolerance in the colonies
 - b. Describe how the colonies developed into diverse states reflecting various cultural elements
 - c. Explain the interaction of cultures in Antebellum America

B. Cultural Diffusion

Grade 4

2. Describe cultural characteristics of various groups of people in Maryland
 - a. Describe the similarities and differences of religious, ethnic, and economic groups in colonial and contemporary times
 - b. Site example of how various cultures borrow and share traditions

Grade 6

2. Analyze how increased diversity in early world history resulted from immigration, settlement patterns and economic development
 - a. Examine the practices and beliefs of world religions and philosophies including monotheism and polytheism
 - b. Describe the impact of various religions on a civilization, such as its effect on political, economic and social systems

Grade 8

1. Analyze how America continued to evolve into a society consisting of diverse cultures, customs, and traditions
 - a. Describe the effects of cultural exchange and interactions among Europeans, Africans, and Native Americans on the development of the United States
 - b. Examine how the diversity of the United States represents a blending of cultures and ideas from around the world

C. Conflict and Compromise

Grade 6

1. Analyze factors that affected relationships in early world history
 - a. Examine the causes and effects of social, economic, and political conflict such as the Crusades
 - b. Describe the impact of trade and migration on the exchange of ideas and beliefs

Summary of Maryland State Standards Regarding Teaching about the Bible and Christianity

Geography

Students will appreciate their own place in the world and foster curiosity about environment and cultures; use geographic reasoning associated with physical and human factors, locations of places and regions, historic changes in political boundaries, economic activities, and cultures; use spatial and environmental perspectives; and apply geographic representation including maps, imagery, and geospatial technologies.

B. Geographic Characteristics of Places and Regions

Grade 7

1. Analyze interrelationships among physical and human characteristics that shape the identity of places and regions around the world

- a. Identify and describe physical characteristics that influenced human settlement
- b. Explain how physical and human characteristics of a region such as vegetation, climate, minerals, population density and religion, affect its economic growth and the way people make a living

History

Students will evaluate why and how events occurred; locate and assess a variety of sources; engage in historical inquiry involving acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past and its connection to the present; and analyze how individuals and societies have changes over time in Maryland, the United States, and the world. Examine significant ideas, beliefs, and themes; organize patterns and events; and analyze how individuals and societies have changed over time in Maryland, the United States, and the World.

B. Emergence, Expansion and Changes in Nations and Empires

Grade 5

2. Analyze the growth and development of colonial America

- a. Describe the religious, political and economic motives of individuals who migrated to North America and the difficulties they encountered
- b. Compare the political, economic and social lives of people in New England, Middle and the Southern colonies

Grade 7

1. Analyze the growth and the development of nations in the contemporary world

- a. Describe the social, political and economic impacts of various world religions on a global society, such as Judaism, Christianity, Islam, Hinduism, Taoism and Buddhism
- b. Compare the effects of political and cultural changes in nations such as independence movements and democratic reforms

C. Conflict between Ideas and Institutions

Grade 6

4. Analyze the changes in the European society during the Middle Ages

- a. Analyze the major traditions, customs, and beliefs of Christianity
- d. Describe the causes, consequences and cultural diffusion that resulted from the Crusades, such as the increase in Mediterranean trade and the exchange of knowledge and ideas

Grade 7

2. Analyze the major traditions, customs and beliefs of world religions and their expansion

- a. Explain how the establishment of religions in areas caused conflict
- b. Analyze the political and social impact of religious and traditions in areas such as Europe and the Middle East

Grade 8

1. Examine and explain the role of religious, social and political institutions in America at the end of the American Revolution

- a. Analyze the political effects of the American Revolution on American society and culture

Summary of Maryland State Standards Regarding Teaching about the Bible and Christianity

High School

Political Science

Students will understand the historical development and current status of the fundamental concepts and processes of authority, power, and influence, with emphasis on the democratic skills and attitudes necessary to become responsible citizens.

Expectation 1.1 The student will demonstrate understanding of the structure and functions of government and politics in the United States

A. The Foundations and Function of Government

2. The student will analyze historic documents to determine the basic principles of United States government and apply them to real-world situations

- d. Explain how common law and historic documents, such as Magna Carta, the English Bill of Rights and the Mayflower Compact influenced the framers of the Constitution and its development
- h. Analyze the Preamble as the mission statement of the Constitution of the United States
- i. Identify the rights in the Bill of Rights and how they protect individuals and limit the power of government

Geography

Students will use geographic concepts and processes to examine the role of culture, technology, and the environment in the location and distribution of human activities and spatial connections throughout time.

Expectation 3.1 The student will demonstrate an understanding of the relationship of cultural and physical geographic factors in the development of government policy.

B. Geographic Characteristics of Places and Regions

1. The student will analyze the roles and relationships of regions on the formation and implementation of government policy ... *Examples of the criteria used to define a region include economic development, natural resources, population, religion and climate.*

United States History

Students will examine significant ideas, beliefs and themes; organize patterns and events; analyze how individuals and societies have changed over time in Maryland and the United States.

Expectation 5.4 Students will demonstrate understanding of the cultural, economic, political, social and technological developments from 1946-1968.

5.4.3 Analyze the major developments, controversies and consequences of the Civil Rights Movement between 1946-1968.

- d. Compare the philosophies of Dr. Martin Luther King Jr. and Malcolm X and the Black Power Movement
- e. Describe the impact of Dr. Martin Luther King, Jr.'s and Malcolm X's leadership and assassinations on the Civil rights movement

MARYLAND STATE LAWS-----

§ 7-104. Daily period of silent meditation

(a) Principals and teachers in each public elementary and secondary school in this State may require all students to be present and participate in opening exercises on each morning of a school day and to meditate silently for approximately 1 minute.

(b) During this period, a student or teacher may read the Holy Scripture or pray. (2013, An. Code 1957, art. 77, § 78; 1978, ch. 22, § 2.)

§ 7-105. Patriotic exercises

(a) This section is enacted so that the love of freedom and democracy, shown in the devotion of all true and patriotic Americans to their flag and country, shall be instilled in the hearts and minds of the youth of America.

(3) Require all students and teachers in charge to stand and face the flag and while standing give an approved salute and recite in unison the pledge of allegiance as follows: "I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all."

Summary of Maryland State Standards Regarding Teaching about the Bible and Christianity

(e) Other patriotic exercises. Each county board may provide for any other patriotic exercises it considers appropriate under the regulations and instruction that best meet the requirements of the different grades in the schools. (2017, *An. Code 1957, art. 77, § 77; 1978, ch. 22, § 2.*)

Maryland Constitution Preamble

We, the People of the State of Maryland, grateful to Almighty God for our civil and religious liberty, and taking into our serious consideration the best means of establishing a good Constitution in this State for the sure foundation and more permanent security thereof, declare: ...

Summary of Massachusetts State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Massachusetts State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.doe.mass.edu. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

National Common Core State Standards for English Language Arts 2017

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

Grades 9 – 10

9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed.

Social Studies

Pre-Kindergarten

PreK.T3 History: personal experiences and memories

3. With guidance and support, participate in short shared research projects to gather information about traditions of people of diverse backgrounds.

***Clarification Statement:** The emphasis should be on traditions of members of the local community; this project may include international celebrations (such as Cinco de Mayo) taught with attention to the historical events they commemorate. This standard relates to the recognition of diversity and demonstration of respect for others.*

Kindergarten

K.T1 Civics: classroom citizenship

4. Ask and answer questions and explore books to gain information about national symbols, songs, and texts of the United States:

- a. why the flag of United States of America is red, white, and blue and has stars and stripes
- b. why the Bald Eagle is the national emblem of United States

Summary of Massachusetts State Standards Regarding Teaching about the Bible and Christianity

- c. why “The Star-Spangled Banner” is the national anthem of the United States
- d. what the words of the “Pledge of Allegiance” mean

Clarification Statement: Teachers should explore the history and stories surrounding the national symbols to build contextual understanding of their significance. Knowledge of symbols and songs should be shared between grades K and 1.

K.T3 History: shared traditions

1. Describe how some days, called civic holidays, are special because they celebrate important events or people in history (See the Resource Supplement, Section III, for a list of state, national, and international civic holidays and their histories).

2. Contrast and compare traditions and celebrations of peoples with diverse cultural backgrounds.

Clarification Statement: The emphasis should be on celebrations and traditions of members of the local community.

Grade 1

1.T1 Civics: communities, elections, and leadership

Supporting Question: What does it mean to belong to or lead a group?

1. Demonstrate understanding of the benefits of being part of a group and explain what it means to be a member of a group; follow the group’s rules, limits, responsibilities and expectations, and explain reasons for rules to others.

For example, to clarify the concept of membership, students brainstorm the groups they belong to simultaneously - e.g., they are members of a family, a classroom, a school, perhaps a sports team, a scout group, an arts club, a religious group, a neighborhood community, town, city, or country. With their teacher, they make a list of some of the different expectations of each group and look for the similarities among them.

1.T2 Geography: places to explore

5. Demonstrate understanding that people from different parts of the world can have different ways of living, customs, and languages.

1.T3 History: unity and diversity in the United States

Supporting Question: What does the motto, “Out of Many, One” mean and why is it a good motto of the United States?

1. Provide evidence to explain some of the ways in which the people of the United States are unified (e.g., share a common national history) and diverse (e.g., have different backgrounds, hold different beliefs, and have different celebrations, cultural traditions, and family structures).

Clarification Statements: Students should learn about each other’s families and types of families that may be different from their own (e.g., single-parent, blended, grandparent-headed, foster, LGBT, multiracial). They should begin to develop an understanding of the diversity of the people of the United States and at the same time, how people of different backgrounds can still hold in common shared values of politeness, courage, honesty, respect, and reliability. Students should be able to conduct investigations about unity and diversity by reading/looking at picture books about families of diverse backgrounds or interviewing friends, family members, neighbors, or school staff, and then reporting their findings about what people from diverse backgrounds have contributed to the nation, the Commonwealth, or the local community.

2. Demonstrate understanding of the ways people show pride in belonging to the United States by recognizing and explaining the meaning of unifying symbols, phrases, and songs:

- a. national symbols (e.g., the United States flag, the bald eagle, the White House, and the Statue of Liberty)
- b. words, mottoes, phrases, and sentences associated with the United States (e.g., “U.S.” or “America” standing for United States of America, the Latin motto, “*E pluribus unum*,” on coins, currency, and the seal of the United States, translated as “Out of Many, One,” and the “Pledge of Allegiance”)
- c. the melodies and lyrics of patriotic songs (e.g., “America the Beautiful,” “My Country, ‘Tis of Thee,” “God Bless America,” and “The Star-Spangled Banner”)

Summary of Massachusetts State Standards Regarding Teaching about the Bible and Christianity

Grade 2

2.T3 History: migrations and cultures

4. Identify what individuals and families bring with them (e.g., memories, cultural traits, goods, ideas, and languages or ways of speaking) when they move to a different place and identify the significant impacts of migration; identify elements that define the culture of a society (e.g., language, literature, arts, religion, traditions, customs); explain how the community is enriched by contributions from all the people who form it today.

Clarification Statement: *Students should be able to give examples of traditions or customs from other countries practiced in the United States today, with a focus on the cultures represented in the class and what those cultures have contributed to U.S. society; describe traditional foods, customs, games, and music of the place they, their family, or their ancestors came.*

Civics in the context of geography: countries and governments

2. Explain the characteristics of a country.

Clarification Statement: *Students should identify characteristics that make up a country (e.g., government, leaders, citizens), some purposes of government (e.g., to provide security and education) and how one country distinguishes itself from others (e.g., by its history, culture, language, type of government).*

Grade 3

3.T3 European explorers' first contacts with Native Peoples in the Northeast

Supporting Question: *How did European explorers describe the Northeast and its Native Peoples?*

1. Locate North America, the Atlantic Ocean, and Europe on a map, explain how Native Peoples first encountered Europeans, and explain why Europeans in the 16th–17th centuries sailed westward across the Atlantic.

3.T4 The Pilgrims, the Plymouth Colony, and Native Communities

Supporting Question: *What were the challenges for women and men in the early years in Plymouth?*

1. Explain who the Pilgrim men and women were and why they left Europe to seek a place where they would have the right to practice their religion; describe their journey, the government of their early years in the Plymouth Colony, and analyze their relationships with the Wampanoag and Abenaki/Wabanaki people.

- a. the purpose of the Mayflower Compact and the principle of self-government
- b. challenges for Pilgrim men, women, and children in their new home (e.g., building shelter and starting farming, becoming accustomed to a new environment, maintaining their faith and keeping a community together through self-government)
- c. contacts with the native leaders Samoset and Massasoit, events leading to a celebration to give thanks for the harvest, and subsequent relationships between Europeans and Native Peoples in southeastern Massachusetts

3.T5 The Puritans, the Massachusetts Bay Colony, Native Peoples, and Africans

Supporting Question: *How did the interactions of Native Peoples, Europeans, and enslaved and free Africans shape the development of Massachusetts?*

1. Compare and contrast the roles and leadership decisions of early English leaders of the Puritans of the Massachusetts Bay Colony and the Pilgrims of the Plymouth colony (e.g., John Winthrop, Miles Standish, William Brewster, Edward Winslow, William Bradford, John Alden, John Cotton, Thomas Hooker) and the roles and decisions of the leaders of Native Peoples (e.g., Massasoit, Metacom, also known as King Philip).

2. Explain why Puritan men and women migrated in great numbers to Massachusetts in the 17th century, how they moved west from the Atlantic coast, and the consequences of their migration for the Native Peoples of the region (e.g., loss of territory, great loss of life due to susceptibility to European diseases, religious conversion, ...

Summary of Massachusetts State Standards Regarding Teaching about the Bible and Christianity

Grade 6

6.T2 Human origins, the Neolithic and Paleolithic Eras

Supporting Question: *How did life on Earth begin and why did humans form complex societies?*

6. Explain that scholars have attempted to define the characteristics of a complex society (sometimes called “civilization”) since the early 20th century, and although debates are ongoing, many cite these characteristics:

e. developed systems of government, religion, and learning

7. Explain the ways in which complex societies interact and spread from one region to another (e.g., by trade, cultural or linguistic exchanges, migration, religious conversion, conquest, or colonization).

6.T3 Western Asia, the Middle East and North Africa - Modern countries in Western Asia and the Middle East

6.T3.e Ancient Israel, Palestine, c. 2000 BCE–70 CE

Supporting question: *What were the consequences of the unification of tribes for ancient Israel?*

2. Trace the migrations of the ancient Israelite tribes from Mesopotamia to the land called Canaan and explain the role of Abraham and Moses in Hebrew history.

3. Describe the history of ancient Israel and early Christianity:

a. monotheistic religion (e.g., the belief in one God, the Ten Commandments, the emphasis on individual worth and personal responsibility, the belief that rulers and the ruled must adhere to the same moral obligations)

b. the Hebrew Bible’s accounts of the history of early Israel: the unification of the tribes of Israel under Saul, David, and Solomon; the founding of Jerusalem as capital city by David (c. 1000 BCE), the building of the first temple by Solomon (c. 900-800 BCE), the destruction of the first temple (c. 400 BCE), the annexation of Judea by the Roman Empire and the Roman destruction of the second temple (c. 70 CE).

c. the emergence of Christianity as a distinct religion, with roots in Judaism, but increasingly diverse followers throughout the Roman Empire and the relationship of early Christians to the officials of the Roman Empire.

d. the central features of Christianity (e.g., the belief in a messiah who could redeem humans from sin, the concept of salvation, the belief in an Old and a new Testament in the Bible, the life and teachings of Jesus.).

6.T3.f The ancient Arabian Peninsula (7th century CE)

Supporting question: *Why is the belief in one God significant to Islam, Judaism, and Christianity?*

2. Explain Islam’s historical relationship to Judaism and Christianity as monotheistic religions.

6T4.b Selected Sub-Saharan African states and societies, c. 100–1000 CE

Supporting Question: *How did long-distance trade influence the development of early sub-Saharan African states and societies?*

1. Identify the location, sources of wealth, and importance of the Kingdom of Axum (c. 100-940 CE); explain the role it played in the adoption of Christianity in Ethiopia...

Grade 8

A Renewed Mission: Education for Civic Life in a Democracy (pg 103)

- Understand what economic, social, cultural, religious, and international conditions have helped to shape democratic practices.

8.T1 The philosophical foundations of the United States political System

Supporting Question: *What were the roots of the ideas that influenced the development of the United States political system?*

4. Explain how British ideas about and practices of government (e.g., the Magna Carta, the concept of habeas corpus, the Mayflower Compact, self-government, town meetings, the importance of education and literacy, the House of Burgesses, colonial legislatures, the Albany Plan of Union) influenced American colonists and the political institutions that developed in colonial America.

8.T2 The development of the United States government

Supporting Question: *How did the framers of the Constitution attempt to address issues of power and freedom in the design of the new political system?*

Summary of Massachusetts State Standards Regarding Teaching about the Bible and Christianity

1. Apply knowledge of the history of the American Revolutionary period to determine the experiences and events that led the colonists to declare independence; explain the key ideas about equality, representative government, limited government, rule of law, natural rights, common good, and the purpose of government in the Declaration of Independence.

5. Summarize the Preamble and each article in the Constitution, and the rights enumerated in the Bill of Rights; explain the reasons for the addition of the Bill of Rights to the Constitution in 1791.

8.T4 Rights and responsibilities of citizens

Supporting Question: *What is the role of the individual in maintaining a healthy democracy?*

4. Define and provide examples of fundamental principles and values of American political and civic life (e.g., liberty, the common good, justice, equality, tolerance, law and order, due process, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, and representative democracy).

8.T5 The Constitution, Amendments, and Supreme Court decisions

6. Research, analyze, and report orally or in writing on one area (a, b, or c, below) in which Supreme Court decisions have made significant changes over time in citizens' lives.

- a. Interpretations of freedoms of religion, assembly, press, petition, and speech under the First Amendment;

Art Education (1999)

Grade 6

Standard 6: Purposes and Meanings in the Arts

MA.6. Students will describe the purposes for which works of dance, music, theatre, visual arts, and architecture were and are created, and, where appropriate, interpret their meanings.

6.3 Interpret the meanings of artistic works by explaining how the subject matter and/or form reflect the events, ideas, religions, and customs of people living at a particular time in history ...

6.7 Compare examples of works in one arts domain (dance, music, theatre, visual arts, or architecture) from several periods or cultures and explain the extent to which each reflects function, customs, religious beliefs ...

6.8 Compare examples of works from several arts domains within a period or culture and explain the extent to which each reflects function, customs, religious beliefs ...

MASSACHUSETTS STATE LAWS

Chapter 71: Section 1A Period of Silence

At the commencement of the first class of each day in all grades in all public schools the teacher in charge of the room in which each such class is held shall announce that a period of silence not to exceed one minute in duration shall be observed for personal thoughts, and during any such period, silence shall be maintained, and no activities engaged in.

Chapter 71: Section 1B Voluntary Student Prayer

The school committee of any city or town may permit any child attending its public schools to participate in voluntary prayer with the approval of such child's parents before the commencement of each daily school session. Notwithstanding any provision of law to the contrary, no city or town which permits such prayer shall be denied any funds for school purposes to which it may be entitled from the commonwealth.

Chapter 71: Section 30 Moral Education

The president, professors and tutors of the university at Cambridge and of the several colleges, all preceptors and teachers of academies and all other instructors of youth shall exert their best endeavors to impress on the minds of children and youth committed to their care and instruction the principles of piety and justice and a sacred regard for truth, love of their country, humanity and universal benevolence, sobriety, industry and frugality, chastity, moderation and temperance, and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded; and they shall endeavor to lead their pupils, as their ages and capacities

Summary of Massachusetts State Standards Regarding Teaching about the Bible and Christianity

will admit, into a clear understanding of the tendency of the above mentioned virtues to preserve and perfect a republican constitution and secure the blessings of liberty as well as to promote their future happiness, and also to point out to them the evil tendency of the opposite vices.

Chapter 71: Section 31 Bible reading

A portion of the Bible shall be read daily in the public schools, without written note or oral comment; but a pupil whose parent or guardian informs the teacher in writing that he has conscientious scruples against it, shall not be required to read from any particular version, or to take any personal part in the reading. The school committee shall not purchase or use in the public schools school books favoring the tenets of any particular religious sect.

Chapter 71: Section 31A Guidelines for celebration of holidays authorized

The school committee may set appropriate guidelines for the celebration of Christmas and other festivals observed as holidays for the purpose of furthering the educational, cultural and social experiences and development of children.

Chapter 71: Section 69 Display of national flags; pledge of allegiance; penalty for violation

Each teacher at the commencement of the first class of each day in all grades in all public schools shall lead the class in a group recitation of the "Pledge of Allegiance to the Flag". A flag shall be displayed in each classroom in each such schoolhouse. Failure for a period of five consecutive days by the principal or teacher in charge of a school equipped as aforesaid to display the flag as above required, or failure for a period of two consecutive weeks by a teacher to salute the flag and recite said pledge as aforesaid, or to cause the pupils under his charge so to do, shall be punished for every such period by a fine of not more than five dollars. Failure of the committee to equip a school as herein provided shall subject the members thereof to a like penalty.

Chapter 71: Section 69A Plaque reading "For God and Country"; placement on public school buildings

On every public school building within the commonwealth there may be placed in a conspicuous location a suitable plaque which shall contain the words "For God and Country". Veterans or civic organizations or individuals may donate such plaques.

Chapter 71: Section 82 Public secondary schools; right of students to freedom of expression; limitations; definitions

The right of students to freedom of expression in the public schools of the commonwealth shall not be abridged, provided that such right shall not cause any disruption or disorder within the school. Freedom of expression shall include without limitation, the rights and responsibilities of students, collectively and individually, (a) to express their views through speech and symbols, (b) to write, publish and disseminate their views, (c) to assemble peaceably on school property for the purpose of expressing their opinions. Any assembly planned by students during regularly scheduled school hours shall be held only at a time and place approved in advance by the school principal or his designee.

Massachusetts Constitution Preamble

We, therefore, the people of Massachusetts, acknowledging, with grateful hearts, the goodness of the Great Legislator of the Universe, in affording us, in the course of His providence, an opportunity, deliberately and peaceably, without fraud, violence or surprise, of entering into an original, explicit, and solemn compact with each other; and of forming a new constitution of civil government, for ourselves and posterity; and devoutly imploring His direction in so interesting a design, do agree upon, ordain and establish the following Declaration of Rights, and Frame of Government, as the Constitution of the Commonwealth of Massachusetts.

Summary of Massachusetts State Standards Regarding Teaching about the Bible and Christianity

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES ---

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Michigan State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2019 Michigan State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases, are expected to teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.michigan.gov/mde. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Michigan English Language Arts 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Grade 1

History

H2 Living and Working Together in Families and Schools – Use historical thinking to understand the past.

- 1 – **H2.0.5** Identify the events or people celebrated during United States national holidays and why we celebrate them. *Examples may include but are not limited to: Martin Luther King, Jr. Day...*

Geography

G4 Human Systems - Understand how human activities help shape the Earth's surface.

- 1 – **G4.0.1** Use components of culture to describe diversity in family life. *Examples may include but are not limited to: foods, language, religion, traditions.*

Grade 2

Geography

G4 Human Systems – Understand how human activities help shape the earth's surface.

- 2 – **G4.0.3** Use components of culture to describe diversity in the local community. *Examples may include but*

Summary of Michigan State Standards Regarding Teaching about the Bible and Christianity

are not limited to: foods, language, religion, traditions.

Civics and Government

C2 Democratic Values and Constitutional Principles of American Government

2 – C2.0.2 Describe how the Pledge of Allegiance reflects core democratic value of patriotism. *Examples may include but are not limited to: promoting unity and patriotism.*

Grade 3

History

H3 History of Michigan (Through Statehood) – Use historical thinking to understand the past.

3 – H3.0.4 Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.

3 – H3.0.6 Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

Civics and Government

C5 Roles of the Citizen in American Democracy – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

3 – C5.0.1 Identify rights and responsibilities of citizenship. *Examples of rights may include but are not limited to: freedom of speech, freedom of religion, right to own property.*

Grade 4

Civics and Government

C2 Democratic Values and Constitutional Principles of American Government

4 – C2.0.1 Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights. *Examples may include but are not limited to: individual rights (e.g., freedom of religion, freedom of expression, and freedom of press).*

4 – C2.0.2 Describe how rights guaranteed by the Constitution and the Bill of Rights, and Core Democratic Values, are involved in everyday situations. *Examples of rights may include but are not limited to: voting, freedom of religion, freedom of expression, and freedom of press.*

C3 Structure and Functions of Government – Describe the structure of government in the United States and how it functions.

4 – C3.0.1 Give examples of ways the Constitution limits the powers of the federal government. *Examples may include but are not limited to: ... Bill of Rights.*

C5 Civic Participation – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

4 – C5.0.2 Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

Grade 5

Integrated U.S. History

U1 USHG Era 1 – Beginnings to 1620

U1.2 European Exploration – Identify the causes and consequences of European exploration and colonization.

5 – U1.2.2 Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas. *Examples may include but are not limited to: the economic, political, cultural and religious consequences of colonization, including who was impacted.*

U2 USHG Era 2 – Colonization and Settlement (1585-1763)

U2.1 European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

Summary of Michigan State Standards Regarding Teaching about the Bible and Christianity

5 – U2.1.2 Describe significant developments in the New England colonies, including: religious tensions in Massachusetts that led to the establishment of other colonies in New England

5 – U2.1.3 Describe significant developments in the Middle Colonies, including: The Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania...

5 – U2.1.5 Explain the economic, political, cultural, and religious causes of migration to colonial North America.

U3 USHG Era 3 – Revolution and the New Nation (1754 – 1800)

U3.3 Creating New Government(s) and a New Constitution – Explain some of the challenges faced by the new nation under the Articles of Confederation and analyze the development of the Constitution as a new plan for governing.

5 – U3.3.7 Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification.

5 – U3.3.8 Describe the rights of individuals protected in the Bill of Rights (the first 10 amendments) to the U.S. Constitution.

Grade 6

Geography

G2 Places and Regions

G2.1 Physical Characteristics of Places – Describe the physical characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

G4 Human Systems

G4.1 Cultural Mosaic – Describe the characteristics, distribution, and complexity of Earth's cultural mosaic.

6 – G4.1.3 Describe cultures of the region being studied including the major languages and religions.

6 – G4.1.4 Explain how culture influences the daily lives of people. *Examples may include but are not limited to: how people make a living, raise families, educate children and practice their religion in different cultures and communities.*

Grade 7

History

H1 The World in Temporal Terms: Historical Habits of Mind

H1.4 Historical Understanding – Use historical concepts, patterns, and themes to study the past.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region. *Examples may include but are not limited to: political and economic institutions, religion and belief ... and family structure.*

7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity. *Examples may include but are not limited to: several lists of history themes are available, including: SPEC (social, political, economic, and cultural) and the World History for Us All themes (... Spiritual Life and Moral Codes).*

W3 WHG Era 3: Classical Traditions, World Religions, and Major Empires, 1000 BCE TO 300 CE

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires...Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

W3.1 Classical Traditions – Analyze classical civilizations and empires and their lasting impact.

7 – W3.1.1 Describe the characteristics that classical civilizations share. *Examples may include but are not limited to: institutions, cultural styles, laws, religious beliefs and practices, and systems of thought that influenced neighboring peoples and have endured for several centuries.*

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires. *Examples may include but are not limited to: ...the Ten Commandments...*

W3.2 Growth and Development of World Religions – Explain how world religions or belief systems of ...Judaism, ... Christianity, ... grew and their significance... The world's major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

Summary of Michigan State Standards Regarding Teaching about the Bible and Christianity

- 7 – **W3.2.1** Identify and describe the core beliefs of major world religions and belief systems, including ... Judaism, ... Christianity, *Examples may include, but are not limited to: comparing major figures, sacred texts, and basic beliefs (ethnic vs. universalizing; monotheistic vs. polytheistic) among religions; case studies of continuity of local indigenous belief systems or animistic religions; comparisons with religious traditions that developed after 1500 CE such as Protestantism.*
- 7 – **W3.2.2** Locate the geographical center of major religions and map the spread through the 3rd century CE/AD

Grade 8

United States History & Geography

U3 USHG Era 3: Revolution and The New Nation

U3.3 Creating New Government(s) and a New Constitution – Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.

8 – **U3.3.6** Explain how the Bill of Rights reflected the concept of limited government, protection of basic freedoms, and the fear among many Americans of a strong central government.

8 – **U3.3.7** Use important ideas and documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social contract, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.

U4 USHG Era 4: Expansion and Reform (1792-1861)

U4.3 Reform Movements – Analyze the growth of antebellum American reform movements.

8 – **U4.3.5** Evaluate the role of religion in the shaping of antebellum reform movements. *Examples may include but are not limited to: differences in beliefs by different denominations of Christianity.*

High School 9 - 12

World History and Geography

WHG ERA 4: Expanding and Intensified Hemispheric Interactions, 300 to 1500 CE

How do religion and philosophy shape the development of societies? How does trade affect culture? ...

4.1 Global or Cross-Temporal Expectations – Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some powerful empires.

4.1.1 Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions. *Examples may include but are not limited to: increasing trade between Islam and Christianity; the Crusades; tensions between Catholic and Orthodox Christianity; conflict and cooperation between Muslims, Christians, and Jews in medieval Spain; the influence of Islam and Christianity on African culture; ...*

WHG Era 5: The Emergence of the First Global Age, 15th to 18th Centuries

5.1 Emerging Global System and World Religions – Analyze the global impact of and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.

5.1.2 World Religions – Analyze the impact of the diffusion of world religions on social, political, cultural, and economic systems.

WHG Era 6: An Age of Global Revolutions, 18th Century- 1914

6.1 Global or Cross-temporal Expectations – Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political, and economic structures in an era of increasing global trade and consolidations of power.

6.1.5 Interpreting Europe's Increasing Global Power – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe

United States History and Geography

USHG Era 9: America in a New Global Age

9.1 The Impact of Globalization on the United States – Explain the impact of globalization on the U.S. economy, politics, society, and role in the world.

Summary of Michigan State Standards Regarding Teaching about the Bible and Christianity

9.1.2 Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including:

- the growth of the conservative movement in national politics, including the role of Ronald Reagan.
- the role of evangelical religion in national politics.

Civics

C2 Origins and Foundations of Government of the United States of America

C2.1 Origins of American Constitutional Government

C – 2.1.1 Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke’s Second Treatise. *Examples may include but are not limited to: the Iroquois Confederation, English Bill of Rights, Mayflower Compact, Northwest Ordinance, Virginia Statute for Religious Freedom, Montesquieu’s Spirit of Laws, Paine’s Common Sense...*

2.2 Democratic Values and U.S. Constitutional Principles

C – 2.2.2 Analyze how influential historical speeches, writings, cases, and laws express Democratic Values and influenced changes in American culture, law, and the Constitution. *Examples may include but are not limited to: equality; drawing upon Martin Luther King’s “I Have a Dream” speech and “Letter from Birmingham City Jail”....*

C4 Rights and Liberties in the United States of America

C4.3 Examining Tensions and Limits on Rights and Liberties

C – 4.3.1 Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict. *Examples of personal rights include but are not limited to: freedom of thought, conscience, expression, association, movement and residence, privacy, personal autonomy, due process of law, free exercise of religion...*

MICHIGAN STATE LAWS

§380.1565 - Providing opportunity to observe time in silent meditation; guidelines

The board of education of a school district may by resolution provide the opportunity during each school day to allow students who wish to do so, the opportunity to observe time in silent meditation. The state board shall develop guidelines, which a school board may use in the implementation of this section. (*History: 1976, Act 451, Imd. Eff. Jan. 13, 1977; — Am. 1977, Act 43, Imd. Eff. June 29, 1977 Popular Name: Act 45*)

Michigan Constitution Preamble

We, the people of the State of Michigan, grateful to Almighty God for the blessings of freedom, and earnestly desiring to secure these blessings undiminished to our posterity, and ourselves do ordain and establish this constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.
www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Minnesota State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2013 Minnesota State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.education.state.mn.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Minnesota Academic Standards English Language Standards 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

8.4.9.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9.4.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how a Minnesota American Indian author uses oral tradition to create works of literature).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9.5.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail," and other documents such as those written by Sojourner Truth, Chief Seattle, and Elizabeth Cady Stanton), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

8.7.9.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, including stories, poems, and historical novels of Minnesota American Indians, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

1. Citizenship and Government

2. Places and Regions

2. The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.

0.1.2.2.1 Describe symbols, songs and traditions that identify our nation and state. *For example: American Flag, bald eagle, White House, Statue of Liberty, Pledge of Allegiance, Minnesota state flag.*

Summary of Minnesota State Standards Regarding Teaching about the Bible and Christianity

3. Geography

2. Places and Regions

3. *Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).*

0.3.2.3.1 Identify the physical and human characteristics of places, including real and imagined places. *For example: Human characteristics — ... political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.*

4. History

2. Peoples, Cultures and Change over Time

4. *The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.*

0.4.2.4.1 Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds. *For example: How families celebrate or commemorate personal milestones such as birthdays, family or community religious observances, the new year, national holidays such as the Fourth of July or Thanksgiving.*

Grade 1

1. Citizenship and Government

2. Civic Values and Principles of Democracy

2. *The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.*

1.1.2.2.1 Explain why and when the Pledge of Allegiance is recited; provide examples of basic flag etiquette...

3. Geography

2. Places and Regions

3. *Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).*

1.3.2.3.1 Compare physical and human characteristics of a local place and a place far away on a globe or map... *For example: Human characteristics — ... political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.*

Grade 2

4. History

2. Peoples, Cultures and Change over Time

4. *The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.*

2.4.2.4.2 Describe how the culture of a community reflects the history, daily life or beliefs of its people. *For example: Elements of culture — foods, folk stories, legends, art, music, dance, holidays, ceremonies, celebrations...*

Grade 3

3. Geography

3. Human Systems

6. *Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.*

3.3.3.6.1 Identify landforms and patterns in population.

4. History

1. Historical Thinking Skills

2. *Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.*

Summary of Minnesota State Standards Regarding Teaching about the Bible and Christianity

3.4.1.2.3 Compare and contrast various ways that different cultures have expressed concepts of time and space. *For example: Calendar systems —... Hebrew calendar...*

2. Peoples, Cultures and Change over Time

5. *History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.*

3.4.2.5.1 Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them. *For example: Groups might include ethnic or cultural groups, religious groups, and political groups.*

3. World History

8. *The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE — 600 CE)*

3.4.3.8.1 Identify methods of communication used by peoples living in ancient times in three different regions of the world. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE — 600 CE)

Grade 4

1. Citizenship and Government

1. Civic Skills

1. *Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.*

4.1.1.1.1 Describe how people take action to influence a decision on a specific issue; explain how local, state, national or tribal governments have addressed that issue. *(Editor's note: Biblical influence on policy)*

3. Geography

2. Places and Regions

3. *Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).*

4.3.2.3.1 Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico. *For example: Human characteristics — structures (Statue of Liberty), bridges (Golden Gate Bridge), canals (Erie Canal), ...settlement patterns, language, ethnicity, nationality, religious beliefs...*

Grade 5

1. Citizenship and Government

3. Rights and Responsibilities

5. *Individuals in a republic have rights, duties and responsibilities*

5.1.3.5.1 Explain specific protections that individuals and the importance of these ten amendments to the ratification of the United States Constitution. *For example: Protections — speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).*

2. Civic Values and Principles of Democracy

2. *The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.*

5.1.2.2.1 Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.

4. *Individuals in a republic have rights, duties and responsibilities.*

5.1.3.4.1 Explain specific protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the United States Constitution. *For example: Protections— speech, religion (First Amendment), bear arms (Second Amendment), protections for people accused of crimes (Fourth, Fifth, Sixth, Eighth Amendments).*

Summary of Minnesota State Standards Regarding Teaching about the Bible and Christianity

3. Geography

2. Places and Regions

3. *Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).*

5.3.2.3.1 Locate and identify the physical and human characteristics of places in the North American colonies. *For example: Human characteristics — ...political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.*

4. History

4. United States History

17. *The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)*

5.4.4.17.5 Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights.

Grade 8

3. Geography

3. Human Systems

5. *The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).*

8.3.3.5.1 Describe the locations of human populations and the cultural characteristics of the United States and Canada. *For example: Cultural characteristics — patterns of government, international relations, colonialism, patterns of language, patterns of religion, distribution of major cultural groups and minority groups, significant current changes in culture and economy.*

4. History

3. World History

14. *Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)*

8.4.3.14.3 Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam.

Grades 9 – 12

1. Citizenship and Government

2. Civic Values and Principles of Democracy

3. *The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.*

9.1.2.3.1 Analyze how constitutionalism preserves fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government.

9.1.2.3.3 Define and provide examples of foundational ideas of American government which are embedded in founding era documents: natural rights philosophy, social contract, civic virtue, popular sovereignty, constitutionalism, representative democracy, political factions, federalism and individual rights. *For example: Documents — Mayflower Compact, English Bill of Rights, the Virginia Declaration of Rights, the Declaration of Independence, Virginia Statute for Religious Freedom, the Constitution, selected Federalist Papers (such as 10, 39, 51, 78), the Bill of Rights.*

Summary of Minnesota State Standards Regarding Teaching about the Bible and Christianity

3. Geography

2. Places and Regions

3. Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

9.3.2.3.1 Make inferences and draw conclusions about the physical and human characteristics of places based on a comparison of maps and other geographic representations and geospatial technologies.

For example: Human characteristics — bridges (Golden Gate Bridge), Erie Canal, cities, political boundaries, population distribution, settlement patterns, language, ethnicity, nationality, religious beliefs.

4. History

3. World History

8. The development of interregional systems of communication and trade facilitated new forms of social organization and new belief systems. (Classical Traditions, Belief Systems and Giant Empires: 2000 BCE – 600 CE)

9.4.3.8.3 Analyze the emergence, development, and impact of religions and philosophies of this era, including Hinduism, Confucianism, Buddhism, Judaism and Christianity.

9. Hemispheric networks intensified as a result of innovations in agriculture, trade across longer distances, the consolidation of belief systems and the development of new multi-ethnic empires while diseases and climate change caused sharp, periodic fluctuations in global population. (Post-Classical and Medieval Civilizations and Expanding Zones of Exchange: 600-1450)

9.4.3.9.5 Compare and contrast the cultures in eastern and Western Europe, including the role of Christianity, feudalism and the impact of diseases and climate change.

9.4.3.9.7 Describe the intensified exchanges of scientific, artistic and historical knowledge among Europe, Africa and Southwest Asia; evaluate the impact on Christian and Islamic societies.

4. United States History

16. Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization, settlement, and the exploitation of indigenous peoples and lands; colonial development evoked varied responses from indigenous nations, and produced regional societies, and economics that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)

9.4.4.16.7 Describe the growth of colonial societies in British North America, including the evolution of representative forms of government, increased ethnic and religious pluralism, and changing concepts of racial identity, gender roles and family organization. (Colonization and Settlement: 1585-1763) *For example: The Great Awakening, 1720s to early 1760s; the difference in gender roles North and South; Pennsylvania as an example of both ethnic and religious diversity in the colonial period.*

MINNESOTA LAWS

§121A.10 Moment of silence

A moment of silence may be observed. (*History: 1996 c412 art 9 s10; 1998 c 397 art 9 s26*)

§120A.35 Absence from school for religious observance

Reasonable efforts must be made by a school district to accommodate any pupil who wishes to be excused from a curricular activity for a religious observance. (*History: 1989 c 60 s 1; 1998 c 397 art 1 s 58*)

§121A.11 United States Flag

Subdivision 1. Displayed by schools

Every public school in Minnesota must display an appropriate United States flag when in session. The flag shall be displayed upon the school grounds or outside the school building, on a proper staff, on every legal holiday occurring during the school term and at such other times as the board of the district may direct. The flag must be displayed within the principal rooms of the school building at all other times while school is in session.

Summary of Minnesota State Standards Regarding Teaching about the Bible and Christianity

Subdivision 3. Pledge of Allegiance

(a) All public and charter school students shall recite the Pledge of Allegiance to the flag of the United States of America one or more times each week. The recitation shall be conducted:

(1) by each individual classroom teacher or the teacher's surrogate; or

(2) over a school intercom system by a person designated by the school principal or other person having administrative control over the school. A local school board or a charter school board of directors may annually, by majority vote, waive this requirement.

(b) Any student or teacher may decline to participate in recitation of the pledge.

Subdivision 4. Instruction. Unless the requirement in subdivision 3 is waived by a majority vote of the school board, a school district must instruct students in the proper etiquette toward, correct display of, and respect for the flag, and in patriotic exercises. (*History: Ex1959 c 71 art 7 s 14; 1998 c 397 art 9 s 4,26; 2003 c 120 s 1,2*)

Minnesota Constitution Preamble

We, the people of the state of Minnesota, grateful to God for our civil and religious liberty, and desiring to perpetuate its blessings and secure the same to ourselves and our posterity, do ordain and establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

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www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

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Mississippi College and Career Readiness Standards for English Language Arts 2016

Grade 8

Reading Literature - Integration of Knowledge and Ideas

RL.8.9 Analyze how myths, traditional stories, or religious works such as the Bible influence themes, patterns of events, or character types in a modern work, including how the material is rendered new.

Writing – Research to Build and Present Knowledge

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Grades 9

English I

Reading Literature – Integration of Knowledge and Ideas

RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Writing – Research to Build and Present Knowledge

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9 – 10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Reading Informational Text – Integration of Knowledge and Ideas

RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's “Letter from Birmingham Jail”), including how they address related themes and concepts.

Grade 10

English II

Reading Literature – Integration of Knowledge and Ideas

RL.10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Writing – Research to Build and Present Knowledge

W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9 – 10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

Social Studies

Kindergarten

Domestic Affairs

1. Understand that ideas are represented by symbols.

- a. Identify the pledge of allegiance and patriotic songs as expressions of patriotism.

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

Culture

5. Understand and discuss the traditions of various groups of people.

- a. Identify historical figures of various cultures (e.g., Pocahontas, George Washington, Booker T. Washington, Daniel Boone, etc.).
- b. Describe ways people celebrate their diverse cultural heritages (e.g., literature, language, games, songs, dances, holidays, etc.).
- c. Name historically significant events as they relate to self and family (e.g., Independence Day, Veterans Day, Memorial Day, Thanksgiving, Martin Luther King, Jr. Day, Black History month, Presidents' Day, ..

Grade 1

Domestic Affairs

1. Understand the symbols, icons, and traditions of community, state, and nation.

- a. Identify and explain the meaning of state and national symbols, icons, and traditions (e.g., the United States flag, bald eagle, Statue of Liberty, Uncle Sam, George Washington, Thanksgiving, saluting the flag, parades, etc.).
- b. Explain the general meaning of the pledge of allegiance.
- c. Identify and discuss songs that express the ideals of the United States of America.

Culture

5. Understand the unique characteristics of a variety of families and cultures.

- a. Discuss a variety of different religious, community, and family celebrations and customs.
- b. Describe celebrations held by members of the class and their families.
- c. Identify historical figures in various cultures and their characteristics (e.g., Abraham Lincoln, Geronimo, Davy Crockett, George Washington Carver, etc.).

Grade 2

Culture

5. Understand the unique characteristics of a variety of communities and cultures.

- a. Identify and discuss expressions of culture evident in neighborhoods (e.g., art, music, literature, religion, food, dance, etc.).
- b. Compare and contrast neighborhoods to earlier generations in such areas as school, dress manners, stories, games, and festivals drawing from biographies, oral histories, and folklore.
- c. Name historical figures of various cultures (e.g., Thomas Jefferson, Thomas Edison, Frederick Douglas, Harriet Tubman, Susan B. Anthony, etc.).

Grade 3

Culture

5. Understand how the diversity of people and customs affects the local community.

- a. Explain how cultural artifacts represent cultures in local communities. (e.g., pictures, animals, and masks.).
- b. Compare and contrast celebrations of various groups within the local community.
- c. Research and identify historical figures of various cultures (e.g., Martin Luther King, Jr., Betsy Ross, Franklin D. Roosevelt, Rosa Parks, etc.).

Grade 4

Civil Rights/Human Rights

4. Understand the roles, rights, and responsibilities of Mississippi citizens.

- b. Identify historical figures (e.g., Fannie Lou Hamer, Medgar Evers, and Martin Luther King Jr., etc.), circumstances (e.g., slavery, abolition, segregation and integration, etc.), and conditions (e.g., The Great Migration, Trail of Tears, Women's Suffrage, etc.) related to the struggle for civil/human rights in Mississippi and their impact on Mississippi's society.

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

Grade 5

Domestic Affairs

1. Understand the people, events, and types of government associated with the development of the United States.

- d. Connect the reasons for the establishment of the early colonies to the major individuals and groups responsible for the founding of those settlements (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts).
- e. Discuss the structure of colonial governments (e.g., legislative bodies, town meetings, charters of individual freedoms and rights).

Civil Rights/Human Rights

3. Understand how political, religious, and economic ideas and interests influenced the founding of the United States.

- a. Explain how the need for religious, political, and economic freedom influenced the settlement of North America by Europeans.

Grade 7

Civil Rights/Human Rights

5. Understand the civil and human development of various civilizations of Asia, Europe, and Africa from rise to fall.

- b. Describe the relationship among various groups of people (e.g., peasants and aristocracy, dictators and common people, monarchs and subjects, men and women, Christians and Muslims, etc.) and how it may have characterized the societies in various regions in of Europe, Asia, and Africa from the fall of the Roman Empire through the Middle Ages.
- c. Analyze the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity in the development of Western political thought.

Culture

8. Understand how information concerning prehistoric and historic groups contributes to the study of a civilization's cultural development.

- b. Compare and contrast the religions of Judaism, Christianity, Islam, etc.

Grade 8

Domestic Affairs

1. Understand the major events, actors and ideas that precipitated the founding of the nation and relate their significance to the development of American constitutional democracy.

- a. Describe the relationship between the moral and political ideas of the Great Awakening, the Enlightenment, and Western Political philosophies and the development of revolutionary sentiment among the colonists.
- b. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of protecting individual rights (e.g., phrases such as —all men are created equal, that they are endowed by their Creator with certain unalienable Rights).
- d. Compare and contrast the major documents and works (e.g., Magna Carta, Declaration of Independence, Articles of Confederation, the United States Constitution, Bill of Rights, *the Federalist Papers*, etc.) that laid the foundation for American democracy.
- e. Describe and explain the role of the Founding Fathers (e.g., Washington, Adams, Hamilton, Jefferson) and their impact on the development of America's political landscape.

Culture

6. Understand the purposes and principles embodied in the ideals and values of American society.

- b. Examine how American society has been influenced culturally by exploration, immigration, colonization, sectionalism, religious and social movements, etc.

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

High School

United States Government

Civil Rights/Human Rights

5. Understand the role that governments play in the protection, expansion, and hindrance of civil/human rights of citizens.

- b. Explain the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.
- c. Analyze the meaning and importance of each of the rights guaranteed under the Bill of Rights and landmark Amendments (e.g., 13th, 14th, 15th, 19th, 26th) and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy).

Culture

7. Understand the fundamental values and principles of a civil society and how they are influenced by and reflective of the culture of the people in the society and understand the meaning and importance of those values and principles for a free society.

- b. Explain how religion and religious diversity has characterized the development of American democracy.

World History from the Age of Enlightenment to the Present

Domestic Affairs

2. Understand the impact of political, technological, economic, cultural, religious, and demographic changes within the global community.

- b. Explain, by drawing on different political and cultural contexts, the evidence of the tensions between religions, within religions, and between secularism and religion.

Culture

8. Understand the cultural trends, religious ideologies and artistic expressions of various world cultures through time and place.

- d. Analyze the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity in the development of Western political thought.

United States History from Post-Reconstruction to Present

Culture

7. Understand cultural trends, religious ideologies, and artistic expressions that contributed to the historical development of the United States.

- b. Analyze and evaluate the impact of religion on various social movements, domestic/foreign policies, and political debates.

Humanities

3. Understand the relationship of people, places, and environments of selected ancient and classical civilizations.

- d. Assess the development and role of religion in selected civilizations.

5. Understand the development of major forms of fine arts and literature in selected ancient and classical civilizations.

- b. Evaluate how the various art forms (e.g., music, literature, visual art, etc.) were affected and influenced by geographic, political, economic, and religious events and movements that occurred during a specific period.

African American Studies

7. Understand the origins and contributions of African Americans to the mainstream American Culture.

- d. Explain the contributions of the Black Church tradition (call and response, singing of spirituals, prophetic preaching, etc.) toward the development of certain religious and social traditions in the mainstream culture of the United States.

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

Survey of World Religions

1. Understand the philosophical ideas posed by the religion in reference to the human condition.

- a. Understand the philosophical ideas posed by the religion in reference to the human condition. Cite and explain the major tenets of the religion.
- b. Explain the purpose of human life, according to the religion.
- c. Analyze what the religion says about the human condition.
- d. Describe the afterlife experience proposed by the religion.

2. Understand the proliferation of the religion in the United States.

- a. Explain the rate at which the religion is prevalent in the United States.
- b. Describe the characteristics of American society that characterize the growth or lack thereof of the religion in the United States.

3. Understand the different types of religions.

- a. Describe the historical development of the religion, noting aspects such as when and how it reports its origins, the development of religious publications, and the spread of the religion throughout the different regions of the world.
- b. Describe the different characteristics of monotheistic, polytheistic, and monistic religions, categorizing the religion in its proper context.
- c. Compare and contrast the characteristics of prehistoric/animistic and classical/archetypical religions.

4. Understand the role that religion plays in the ordering of the society in which the religion was founded.

- a. Explain how the landscape, historical context, and geo-political standing of the region where the religion was founded may have influenced the development of the religion.
- b. Explain the concept of a Theocracy and cite areas of the world where there are theocracies, noting the religion that the theocracy is based.

5. Understand how religions spread across time and space.

- a. Analyze how and why people have accepted a religion in areas other than where it originated.
- b. Describe the aspects of the religion that affect how it appeals to people in various cultures around the world.

6. Understand how the religion explains the distribution of resources among its adherents.

- a. Cite and explain the religion's tenants concerning wealth, poverty, charity and business relations.
- b. Analyze the impact of the financial tenants of the religion in the lives of the adherents (e.g., what is the general financial state of the typical adherent? What factors play a significant role in that condition- the religious practice, the country of origin, etc.?).

7. Understand the role that the religion has played in the various movements for civil/human rights throughout time and space.

- a. Analyze the importance of the religion's teachings on the concepts of equality and justice and how they may inspire people to become engaged in civil rights movements.
- b. Analyze the role that the religion's teaching may have played in both the creation of the problems and in the work for solutions during civil rights movements.

8. Understand the cultural contributions of the religion to the development of the overall society.

- a. Identify and define various holidays associated with the religion that are observed by larger societies.
- b. Cite examples of music, literature, and clothing in the larger societies that are relative to the religion.

MISSISSIPPI STATE LAWS-----

§37-12-1 Mississippi Student Religious Liberties Act of 2013 (2016)

§37-12-3 Student expression.

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

A public-school district shall not discriminate against students or parents on the basis of a religious viewpoint or religious expression. A school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

§37-12-5 Religious expression in class assignments.

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Homework and classroom assignments must be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school district. Students may not be penalized or rewarded on account of the religious content of their work. If an assignment requires a student's viewpoint to be expressed in coursework, artwork or other written or oral assignments, a public school shall not penalize or reward a student on the basis of religious content or a religious viewpoint. In such an assignment, a student's academic work that expresses a religious viewpoint shall be evaluated based on ordinary academic standards of substance and relevance to the course curriculum or requirements of the coursework or assignment.

§37-12-7 Freedom to organize religious groups and activities.

Students in public schools may pray or engage in religious activities or religious expression before, during and after the school day in the same manner and to the same extent that students may engage in nonreligious activities or expression. Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, or other religious gatherings before, during and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. Religious groups must be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the students' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce meetings of the groups, the school district may not discriminate against groups that meet for prayer or other religious speech. A school district may disclaim school sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.

Students in public schools may wear clothing, accessories and jewelry that display religious messages or religious symbols in the same manner and to the same extent that other types of clothing, accessories and jewelry that display messages or symbols are permitted.

§37-12-9 Limited public forum; school district policy.

(1) To ensure that the school district does not discriminate against a student's publicly stated voluntary expression of a religious viewpoint, if any, and to eliminate any actual or perceived affirmative school sponsorship or attribution to the district of a student's expression of a religious viewpoint, if any, a school district shall adopt a policy, which must include the establishment of a limited public forum for student speakers at all school events at which a student is to publicly speak. The policy regarding the limited public forum must also require the school district to:

- (a) Provide the forum in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;
- (b) Provide a method, based on neutral criteria, for the selection of student speakers at school events and graduation ceremonies;
- (c) Ensure that a student speaker does not engage in obscene, vulgar, offensively lewd or indecent speech; and
- (d) State, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position or expression of the district.

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

(2) The school district disclaimer required by subsection (1)(d) of this section must be provided at all graduation ceremonies. The school district must also continue to provide the disclaimer at any other event in which a student speaks publicly for as long as a need exists to dispel confusion over the district's non-sponsorship of the student's speech.

(3) Student expression on an otherwise permissible subject may not be excluded from the limited public forum because the subject is expressed from a religious viewpoint.

(4) All school districts shall adopt and implement a local policy regarding a limited public forum and voluntary student expression of religious viewpoints. If a school district voluntarily adopts and follows the model policy governing voluntary religious expression in public schools as provided by subsection (5) of this section, the district is in compliance with the provisions of this chapter covered by the model policy.

(5) Model policy governing voluntary religious expression in public schools. In this section, "model policy" means a local policy adopted by the school district that is substantially similar to the following:

Article I - Student expression of religious viewpoints

The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Article II - Student speakers at non-graduation events

The school district hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the district shall set a maximum time limit reasonable and appropriate to the occasion. Student speakers shall introduce: **(a)** Football games; **(b)** Any other athletic events designated by the district; **(c)** Opening announcements and greetings for the school day; and **(d)** Any additional events designated by the district, which may include, without limitation, assemblies and pep rallies.

The forum shall be limited in the manner provided by this article.

Only those students in the highest two (2) grade levels of the school and who hold one (1) of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the football team, and other students holding positions of honor as the school district may designate.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the student council or other designated body during an announced period of not less than three (3) days. The announced period may be at the beginning of the school year, at the end of the preceding school year so student speakers are in place for the new year, or, if the selection process will be repeated each semester, at the beginning of each semester or at the end of the preceding semester so speakers are in place for the next semester. The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn. Each selected student will be matched chronologically to the event for which the student will be giving the introduction. Each student may speak for one (1) week at a time for all introductions of events that week, or rotate after each speaking event, or otherwise as determined by the district. The list of student speakers shall be chronologically repeated as needed, in the same order. The district may repeat the selection process each semester rather than once a year.

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event. The subject must be designated, a student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd or indecent speech. The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

For as long as there is a need to dispel confusion over the non-sponsorship of the student's speech at each event in which a student will deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as, "The student giving the introduction for this event is a volunteering student selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position or expression of the school district."

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions. The school district shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Article III - Student Speakers at Graduation Ceremonies

The school district hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the district shall set a maximum time limit reasonable and appropriate to the occasion.

The forum shall be limited in the manner provided by this article.

Only students who are graduating and who hold one (1) of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, the top three (3) academically ranked graduates, or a shorter or longer list of student leaders as the school district may designate. A student who will otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. The names of the eligible volunteering students will be randomly drawn. The first name drawn will give the opening and the second name drawn will give the closing.

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

In addition to the students giving the opening and closing remarks, certain other students who have attained special positions of honor based on neutral criteria, including, without limitation, the valedictorian, will have speaking roles at graduation ceremonies. For each speaker, the school district shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the district creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The subject must be designated for each student speaker, the student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd or indecent speech. The school district shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the district treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

A written disclaimer shall be printed in the graduation program that states, "The students who will be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the school district or the board of trustees, or the district's administration, or employees of the district, or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the district refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects."

§37-12-11 No authority to require participation in religious activities or violate constitutional rights

This chapter shall not be construed to authorize this state or any of its political subdivisions to do either of the following:

- (a) Require any person to participate in prayer or in any other religious activity.
- (b) Violate the constitutional rights of any person.

§37-12-13 No limitation on authority of public schools to maintain order, discipline and safety or to adopt and enforce student speech policies

This chapter shall not be construed to limit the authority of any public school to do any of the following:

- (a) Maintain order and discipline on the campus of the public school in a content and viewpoint neutral manner.
- (b) Protect the safety of students, employees and visitors of the public school.
- (c) Adopt and enforce policies and procedures regarding student speech at school provided that the policies and procedures do not violate the rights of students as guaranteed by the United States and Mississippi constitutions and laws.

§37-13-4 Voluntary participation in prayer generally

It shall be lawful for any teacher or school administrator in any of the schools of the state which are supported, in whole or in part, by the public funds of the state, to permit the voluntary participation by students or others in prayer. Nothing contained in this section shall authorize any teacher or other school authority to prescribe the form or content of any prayer. The provisions of this section shall not be construed to amend or repeal the provisions of Section 37-13-4.1 but shall be considered as supplemental and in addition to the provisions of Section 37-13-4.1.

(History: Laws, 1979, ch. 374; Laws, 1994, ch. 609, §2, eff from and after July 1, 1994.)

§37-13-4.1 Voluntary prayer at school-related student events

1. The legislative intent and purpose for this section is to protect the freedom of speech guaranteed by the First Amendment to the United States Constitution, to define for the citizens of Mississippi the rights and privileges that are accorded them on public school property, other public property or other property at school-related events; and to provide guidance to public school officials on the rights and requirements of law that they must apply. The intent and purpose of the Legislature is to accommodate the free exercise of religious rights of its student citizens in the public schools and at public school events as provided to them by the First Amendment to the United States Constitution and the judicial interpretations thereof as given by the United States Supreme Court.
2. On public school property, other public property or other property, invocations, benedictions or nonsectarian, non-proselytizing student-initiated voluntary prayer shall be permitted during compulsory or noncompulsory school-related student assemblies, student sporting events, graduation or commencement ceremonies and other school-related student events.
3. This section shall not diminish the right of any student or person to exercise his rights of free speech and religion, including prayer, as permitted by the United States Constitution, on public school property, other public property or other property, at times or events other than those stated in subsection (2) of this section. *(history: sources: Laws, 1979, ch. 374; Laws, 1994, ch. 609, §2, eff from and after July 1, 1994.)*

Summary of Mississippi State Standards Regarding Teaching about the Bible and Christianity

§37-13-6 Display of United States flag near public school buildings and in classrooms; student instruction in proper flag etiquette; daily recitation of pledge of allegiance at beginning of school day...

(2) From and after July 1, 2002, the school boards of all public schools of this state shall require the teachers under their control to have all pupils repeat the oath of allegiance to the flag of the United States of America at the beginning of the first hour of class each day school is in session, such oath of allegiance being as follows: 'I pledge allegiance to the flag of the United States of America, and to the Republic for which it stands, one nation under God, indivisible, with liberty and justice for all. Any student or teacher who objects to reciting the oath of allegiance shall be excused from participating without penalty. *(History: Laws, 2002, ch. 457, § 1, eff from and after July 1, 2002)*

§37-13-161 Religious matters proper for inclusion in public school courses

Nothing in this code shall be construed to prevent any local school board, in its discretion, from allowing references to religion or references to or the use of religious literature, history, art, music or other things having a religious significance in the public schools of such school district, when such references or uses do not constitute aid to any religious sect or sectarian purpose and when such references or uses are incidental to or illustrative of matters properly included in the course of study. *(History: Laws, 1997, ch. 599, § 1, eff from and after July 1, 1997.)*

§37-13-163 Posting or reading of historical documents with religious references; Display of motto "In God We Trust."

1. Any teacher, administrator, school council or local school board in any public school district in this state may post in a public school building, classroom or at any school event or read from any historical document or writing relating to the founding of the United States of America or this state, or both, notwithstanding the fact that such materials may include religious quotations, references or illustrations. There shall be no content-based censorship of American or Mississippi History, heritage or culture based on any religious references contained in such documents, writings or records

2. Principals and teachers in each public elementary and secondary school of each school district in this state shall display on an appropriately framed background with minimum dimensions of eleven (11) inches by fourteen (14) inches, the following motto of the United States of America in each classroom, school auditorium and school cafeteria under his or her supervision: "IN GOD WE TRUST." For purposes of this provision, "classroom" shall mean any room of a public school where instruction takes place. *(History: Laws, 1997, ch. 599, § 2; Laws, 2001, ch. 485, § 2, eff from and after July 1, 2001.)*

Mississippi Constitution Preamble

We, the people of Mississippi, in convention assembled, grateful to Almighty God, and invoking his blessing on our work, do ordain and establish this constitution.

Summary of Missouri State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2016 Missouri Learning Standards which are aligned to the 1996 Show-Me-Standards used by Missouri State Department of Education to establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.dese.mo.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Social Studies

Kindergarten

- 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States**
 - C. Purposes and principles of the Bill of Rights***
 - K.PC.1.C.a** Discuss the concept of individual rights.
 - E. Character traits and civic attitudes of significant individuals***
 - K.PC.1.E.a** Describe the character traits of role models within your family or school.
 - F. Knowledge of the symbols of our state and nation***
 - K.PC.1.F.a** Identify the flag as a symbol of our nation.
 - K.PC.1.F.b** Recite the Pledge of Allegiance.
 - C. Knowledge of the contributions of significant persons in U.S. history***
 - K.H.3.C.a** Describe the contributions of people typically studied in K-5 programs associated with national holidays such as George Washington, Abraham Lincoln, Squanto, etc.
- 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions**
 - A. Cultural characteristics of all people***
 - K.RI.6.A.a** Describe cultural characteristics of your family and class members including language, celebrations, customs, holidays, artistic expression, food, dress, and traditions.
 - C. Ideas and beliefs of different cultures***
 - K.RI.6.C.a** Share stories related to your family cultural traditions and family lore.
 - D. Cultural heritage and preservation***
 - K.RI.6.D.a** Describe how you and your family remember and commemorate your cultural heritage.

Grade 1

- 1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States**
 - C. Purposes and principles of the Bill of Rights***
 - 1.PC.1.C.a** Discuss how individual rights are protected.
 - E. Character traits and civic attitudes of significant individuals***
 - 1.PC.1.E.a** Describe the character traits of role models within your community.
- 3. Knowledge of continuity and change in the history of Missouri and the United States**
 - C. Knowledge of the contributions of significant persons in U.S. history.***
 - 1.H.3.C.a** Describe the contributions of people typically studied in K-5 programs associated with national holidays such as Martin Luther King Jr, Thomas Jefferson, Christopher Columbus, etc.
- 5. Describe human characteristics of your community.**
 - C. Understanding the concept of place***
 - 1.PC.5.C.b** Describe human characteristics of your community.
- 6. Knowledge of relationships of the individual and groups to institutions and cultural traditions**
 - C. Ideas and beliefs of different cultures***
 - 1.PC.6.C.a** Recount stories about locations, people, and cultural events in your community.
 - D. Cultural heritage and preservation***
 - 1.PC.6.D.a** Describe how your community commemorates its cultural heritage.

Summary of Missouri State Standards Regarding Teaching about the Bible and Christianity

Grade 2

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States
 - C. Purposes and principles of the Bill of Rights*
 - 2.PC.1.C Examine how individual rights are protected within a community.
 - E. Character Traits and Civic Attitudes of Significant Individuals*
 - 2.PC.1.E.a Describe the character traits and civic attitudes of inventors or pioneers in their field who influenced progress in the nation. (See teacher resources for illustrative examples)
 - F. Knowledge of the symbols of our state and nation*
 - 2.PC.1.F.a Describe the importance of the Pledge of Allegiance.
3. Knowledge of continuity and change in the history of Missouri and the United States
 - C. Knowledge of the contributions of significant persons in U.S. history*
 - 2.H.3.C.a Describe the contributions of inventors or pioneers in their field who influenced progress in the nation
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions
 - C. Ideas and beliefs of different cultures*
 - 2.RI.6.C.a Recall stories and songs that reflect the cultural history of peoples from various regions in the United States including regional folk figures, Native American legends and African American folktales.
 - D. Cultural heritage and preservation*
 - 2.RI.6.D.a Describe how regions commemorate cultural heritage.

Grade 3

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States
 - C. Purposes and principles of the Bill of Rights*
 - 3.PC.1.C.a Examine how individual rights are protected within our state.
 - F. Knowledge of the symbols of our state and nation*
 - 3.PC.1.F.a Explain how the National Anthem symbolizes our nation.
3. Knowledge of continuity and change in the history of Missouri and the United States
 - A. Understand the movement of people from many regions of the world to North America*
 - 3.H.3.A.b Describe the discovery, exploration and early settlement of Missouri by European immigrants.
6. Knowledge of relationships of the individual and groups to institutions and cultural traditions
 - A. Cultural characteristics of all people*
 - 3.RI.6.A.a Compare the cultural characteristics regions in Missouri with other states in the nation. (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).
 - C. Ideas and beliefs of different cultures*
 - 3.RI.6.C.a Research stories and songs that reflect the cultural history of Missouri.
 - D. Cultural heritage and preservation*
 - 3.RI.6.D.a Describe how people in Missouri preserve their cultural heritage.

Grade 4

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States
 - A. Purposes and principles of the Declaration of Independence*
 - 4.PC.1.A.a Read and analyze the text of the Declaration of Independence (with assistance) to determine important principles that it contains including inalienable rights, government by the consent of the governed and the redress of grievances.
 - C. Purposes and principles of the Bill of Rights*
 - 4.PC.1.C.a Explain the major purpose of the Bill of Rights.
 - 4.PC.1.C.b Identify important principles in the Bill of Rights.
3. Knowledge of continuity and change in the history of Missouri and the United States
 - A. Understand the movement of people from many regions of the world to North America*
 - 4.H.3.A.b Describe the discovery, exploration and early settlement of America by Europeans prior to 1800.

Summary of Missouri State Standards Regarding Teaching about the Bible and Christianity

C. Knowledge of the contributions of significant persons in U.S. history

4.H.3.C.a Identify and describe the contributions of historically significant individuals to America and the United States prior to c. 1800, (e.g., Variety of explorers, Founding Fathers,...)

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment

C. Understanding the concept of place

4.EG.5.C.b Identify and compare diverse human characteristics of the nation, such as people's education, language, economies, religions, settlement patterns, ethnic background and political system.

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions

A. Cultural characteristics of all people

4.RI.6.A.a Compare cultural characteristics across historical time periods in U.S. history prior to c. 1800 (e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).

C. Ideas and beliefs of different cultures

4.RI.6.C.a Research stories and songs that reflect the cultural history of the early United States prior to 1800.

D. Cultural heritage and preservation

4.RI.6.D.a Analyze the preservation of cultural life, celebrations, traditions, and commemorations over time.

Grade 5

1. Knowledge of the principles expressed in documents shaping constitutional democracy in the United States

C. Purposes and principles of the Bill of Rights

5.PC.1.C.a Apply the principles of the Bill of Rights to historical time periods being studied and to current events.

3. Knowledge of continuity and change in the history of Missouri and the United States

C. Knowledge of the contributions of significant persons in U.S. history

5.H.3.C.a Identify and describe the contributions of historically significant individuals from 1800 – 2000. (e.g., Presidents, ...Harriet Tubman, Frederick Douglass, ...Booker T. Washington,...) [*Editor's note: It is academically reasonable to refer to the faith-based aspects of various historical figures*]

5. Knowledge of major elements of geographical study and analysis and their relationship to changes in society and the environment

C. Understanding the concept of place

5.EG.5.C.b Describe and analyze diverse human characteristics of the nation; (e.g; such as people's education, language, economies, religions, ...)

6. Knowledge of relationships of the individual and groups to institutions and cultural traditions

A. Cultural characteristics of all people

5.RI.6.A.a Compare cultural characteristics across historical time periods in the U.S. post c. 1800(e.g., language, celebrations, customs, holidays, artistic expression, food, dress, & traditions).

C. Ideas and beliefs of different cultures

5.RI.6.C.a Research stories and songs that reflect the cultural history of the United States c. 1800-2000.

Grades 6 – 8

American History I

Continuity and Change

Settlements

6-8.AH.2.CC.B. Compare motivating factors leading Europeans to settle in the New World to explain colonial diversity and regional differences in North and South America.

Founding

6-8.AH.3.CC.E Evaluate the responses of early American leaders to the social, political, economic and religious challenges facing the new nation.

Summary of Missouri State Standards Regarding Teaching about the Bible and Christianity

Government Systems and Principles

Settlements

6-8.AH.2.GS.B Explain how the founding of English colonies influenced their governments and expectations for self-rule

Founding

6-8.AH.3.GS.C Apply the principles of inalienable rights, popular sovereignty, natural rights, and social contract to evaluate the purpose and legacy of the Declaration of Independence

6-8.AH.3.GS.F Describe the origins and purposes of the Bill of Rights and evaluate the enduring significance of these concepts to the preservation of individual rights and liberties.

Geographical Study

Settlements

6-8.AH.2.G.B Analyze the geography of colonial regions to explain their cultural, social and economic differences.

6-8.AH.2.G.C Compare major patterns of population distribution, demographics and migrations in the United States and the impact of those patterns on cultures and community life.

People, Groups, and Cultures

Settlements

6-8.AH.2.PC.A Analyze the religious, cultural, political and intellectual developments of Spanish, Portuguese, British and French regions to explain the development of diverse cultures throughout the Americas.

6-8.AH.2.PC.B Analyze the religious, cultural, and intellectual developments of the European colonies to explain the development of regionalism and an American identity.

6-8.AH.2.PC.C Compare and contrast the interaction of European settlers with Native Americans in both North and South America.

Founding

6-8.AH.3.PC.B Analyze populations of colonies/states to explain how their cultural, religious, social, and economic characteristics influenced the emergence of regional identity.

6-8.AH.3.PC.D Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.

6-8.AH.3.PC.E Analyze the artistic and intellectual achievements of early Americans to provide evidence of an emerging American identity.

Expansion

6-8.AH.4.PC.C Analyze artistic, intellectual, and religious movements to show how they reflect the aspirations and beliefs of the developing nation.

Conflict and Crisis

6-8.AH.5.PC.A Determine the impact of the ideas contained in major speeches, literature, music, and writings from diverse individuals on the perspectives of American people, groups and movements.

World Geography

People, Groups, and Cultures

Tools of Social Science Inquiry

6-8.GEO.1.PC.B Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.

World Geography and Cultures

6-8.GEO.2.PC.C Analyze the relationship between the physical environments and cultural traditions to determine their impact on individuals, groups, and institutions.

6-8.GEO.2.PC.D Analyze religion and belief systems of a place to determine their impact on people, groups, and cultures.

6-8.GEO.2.PC.E Describe how a peoples' culture is expressed through their art, architecture and literature.

Summary of Missouri State Standards Regarding Teaching about the Bible and Christianity

World History I

Government Systems and Principals

Middle Ages: Regional Interconnectedness and Conflict

6-8.WH.4.GS.C Analyze the conflict and cooperation between religions and the state to determine their impact on people and societies.

Geographical Study

Early Civilizations: Geography's Impact on History

6-8.WH.2.G.C Explain how various characteristics of civilizations are connected to identities and cultures.

People, Groups, and Cultures

Early Civilizations: Geography's Impact on History

6-8.WH.2.PC.A A. Explain the significance of monotheistic and polytheistic religions to the social and political order of early civilizations.

6-8.WH.2.PC.B Describe the origins, structure, and essential beliefs of Judaism, Hinduism, and Buddhism.

6-8.WH.2.PC.C Describe how the world view of social groups and institutions influence culture and define the position of the individual within various societies.

Classical Civilizations: Foundations of Representative Government

6-8.WH.3.PC.A Explain the significance of art, mythology and literature and philosophy to the culture and social order of classical civilizations.

6-8.WH.3.PC.D From a historical perspective, explain the origin, structure, spread, and significant beliefs of Christianity.

High School (Grades 9 – 12)

American History II

People, Groups, and Cultures

Re-Emerging America

9-12.AH.2.PC.A Analyze patterns of immigration to determine their effects on economic, cultural, and political development.

9-12.AH.2.PC.C Evaluate laws, events, and perspectives to determine the extent to which individuals and groups could participate in, and realize, the promise of American ideals.

9-12.AH.2.PC.D Explain the varying impact of industrialization on culture, work, education, and other social institutions. Distinguish major patterns and issues with regard to population distribution, demographics, settlements, migrations, and cultures in the US.

9-12.AH.3.PC.A Explain the motivation for social and political reforms and their impact on the ability of individuals and groups to realize the promise of American ideals.

World History II

Continuity and Change

The Age of Discovery and Exchange

9-12.WH.3.CC.A Analyze the historical context of the Protestant Reformation and Scientific Revolution to explain new institutions and ways of thinking, and explain their social, political and economic impact.

9-12.WH.3.CC.B Analyze the causes and consequences of European overseas expansion to determine its effect on people and cultures in Europe, Asia, Africa, and the Americas.

Geographical Study

Tools of Social Science Inquiry

9-12.WH.1.G.B Analyze how the physical and human characteristics of world regions post c. 1450 are connected to changing identity and culture.

Accelerated Change

9-12.WH.2.G.B Compare and contrast geographic regions by examining the cultural characteristics of European, African, Asian and American societies.

Summary of Missouri State Standards Regarding Teaching about the Bible and Christianity

People, Groups, and Cultures

Accelerated Change

9-12.WH.2.PC.C Analyze the historic development of Islam, as well as the expansion of Christianity, Islam, and Buddhism in order to explain their transformations and roles in conflict and cooperation.

The Age of Discovery and Change

9-12.WH.3.PC.D Trace the development and impact of religious reform on exploration, interactions and conflicts among various groups and nations.

Government

History: Continuity and Change

Historical Foundations

9-12.GV.2.CC.A Trace the evolution of government in the English colonies to explain American colonists' expectations for self-rule.

9-12.GV.2.CC.B Analyze the Declaration of Independence to determine the influence of classical and Enlightenment thought on revolutionary ideals.

MISSOURI STATE LAWS-----

§171.021. Schools receiving public moneys to display United States

1. Every school in this state which is supported in whole or in part by public moneys, during the hours while school is in session, shall display in some prominent place either upon the outside of the school building or upon a pole erected in the school yard the flag of the United States of America.

§171.021. Requirement to recite Pledge of Allegiance once a week

2. Every school in this state which is supported in whole or in part by public moneys shall ensure that the Pledge of Allegiance to the flag of the United States of America is recited in at least one scheduled class of every pupil enrolled in that school no less often than once per school day. Flags for display in individual classrooms may be provided by voluntary donation by any person. No student shall be required to recite the Pledge of Allegiance.

(Signed by Governor, June 22, 2016)

Missouri Constitution Preamble

We, the people of Missouri, with profound reverence for the Supreme Ruler of the Universe, and grateful for His goodness, do establish this constitution for the better government of the state.

Summary of Montana State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2020 Montana State Department of Education’s Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.opi.mt.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Montana Content Standards for English Language Arts 2011

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new and include texts by and about American Indians

Grades 9 – 10

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare or how American Indian stories and oral histories appear in contemporary works, such as James Welch’s *Fools Crow*, the author retells the Pikuni traditional story, “Star Boy”).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Onondaga Chief Canassatego’s address “On Colonizing Education”), including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 8

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.8.9.a Apply grade 8 *Reading standards to literature* (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).

Grades 9 – 10

W.9-10.9 Draw evidence from literary or informational texts, including American Indian texts to support analysis, reflection, and research.

W.9-10.9.a Apply grades 9–10 *Reading standards to literature* (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]” and as in James Welch’s *Fools Crow*, the author retells the Pikuni traditional story, “Star Boy.”).

Social Studies

Grade 3

SS.G.3 Geography

The geography content standards for third grade are that each student will

SS.G.3.1 examine maps and other representations to identify historical and contemporary political and cultural patterns in the Americas [*Editor’s note: cultural/culture includes religious belief, practices, and traditions*]

Grade 4

SS.G.4 Geography

The geography content standards for fourth grade are that each student will

SS.G.4.3 investigate the physical, political, and cultural characteristics of places, regions, and people in Montana

Summary of Montana State Standards Regarding Teaching about the Bible and Christianity

SS.H.4

The history content standards for fourth grade are that each student will

SS.H.4.3 explain how Montana has changed over time given its cultural diversity and how this history impacts the present [*Editor's note: cultural/culture includes religious belief, practices, and traditions*]

Grade 5

SS.CG.5 Civics and Government

The civics and government content standards for fifth grade are that each student will

SS.CG.5.1 examine the diverse origins, ideals, and purposes of rules, laws, and key United States constitutional provisions and other foundational documents

Grades 6-8

SS.CG.6-8 Civics and Government

The civics and government content standards for sixth through eighth grade are that each student will

SS.CG.6-8.2 explain the structure of and key principles in foundational documents, including the Montana Constitution [*Editor's note: including the Preamble to Montana's Constitution*]

SS.CG.6-8.5 identify events and leaders that ensure that key United States principles of equality and civil rights are applied to various groups, including American Indians [*Editor's note: including religious groups*]

SS.G.6-8 Geography

The geography content standards for sixth through eighth grade are that each student will

SS.G.6-8.2 identify the location of places and regions in the world and understand their physical, political, and cultural characteristics

S.G.6-8.7 identify the cultural roots of major world regions [*Editor's note: cultural/culture includes religious groups, beliefs, practices, and traditions*]

Grades 9-12

SS.CG.9-12 Civics and Government

The civics and government content standards for ninth through twelfth grade are that each student will

SS.CG.9-12.1 analyze and evaluate the ideas and principles contained in the foundational documents of the United States, and explain how they establish a system of government that has powers, responsibilities, and limits

SS.G.9-12 Geography

The geography content standards for ninth through twelfth grade are that each student will

SS.G.9-12.5 evaluate the impact of human settlement activities on the environmental, political, and cultural characteristics of specific places and regions [*Editor's note: cultural/culture includes religious groups, beliefs, practices, and traditions*]

SS.H.9-12 History

The history content standards for ninth through twelfth grade are that each student will

SS.H.9-12.7 analyze how historical, cultural, social, political, ideological, and economic contexts shape people's perspectives [*Editor's note: cultural/culture includes religious groups, beliefs, practices, and traditions*]

MONTANA STATE LAWS

20-7-112. Sectarian publications prohibited and prayer permitted.

A publication of a sectarian or denominational character may not be distributed in any school. Instruction may not be given advocating sectarian or denominational doctrines. However, any teacher, principal, or superintendent may open the school day with a prayer. This section does not prohibit a school library from including the Bible or other religious material having cultural, historical, or educational significance. (*History: En. 75-7521 by Sec. 392, Ch. 5, L. 1971; R.C.M. 1947, 75-7521; amd. Sec. 1, Ch. 367, L. 1989.*)

Summary of Montana State Standards Regarding Teaching about the Bible and Christianity

20-1-308. Religious instruction released time program.

- (1) The trustees of a school district may provide for a religious instruction released time program under which a pupil may be released from regular school attendance for the purpose of receiving religious instruction upon written request, renewed at least annually, of the pupil's parent or guardian. The trustees shall determine the amount of time for which a pupil may be released for religious instruction.
- (2) A religious instruction released time program may not be established or administered in such a way that public school property is utilized for the purpose of religious instruction.
- (3) Public money may not be used, directly or indirectly, for the religious instruction.
- (4) (4) Any period for which a pupil is released under a religious instruction released time program is part of the school day and week for purposes of 20-1-301, 20-1-302, 20-5-103, 20-9-311, and all other provisions of Title 20, and the release may not adversely affect the pupil's attendance record. *(History: En. 75-7403.1 by Sec. 2, Ch. 130, L. 1977; R.C.M. 1947, 75-7403.1, amd. Sec. 1, Ch. 84, L. 2001)*

Montana Constitution Preamble

We the people of Montana grateful to God for the quiet beauty of our state, the grandeur of our mountains, the vastness of our rolling plains, and desiring to improve the quality of life, equality of opportunity and to secure the blessings of liberty for this and future generations do ordain and establish this constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES _____

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.asp

Summary of Nebraska State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2012 Nebraska State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.education.ne.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Social Studies

K-12 Civics: Students will develop and apply the skills of civic responsibility to make informed decisions based upon knowledge of government at local, state, national and international levels.

Civic Participation

Grade K

SS 0.1.2.b Identify patriotic symbols songs and actions (e.g., U.S. Flag, Pledge of Allegiance)

Grade 1

SS 1.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Martin Luther King Jr. Day, 4th of July, President's Day)

Grade 2

SS 2.1.2.b Identify patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day)

Grade 3

SS 3.1.2.b Explain the meaning of patriotic symbols, songs, actions, celebrations, and holidays (e.g., U.S. Flag, Bald Eagle, Pledge of Allegiance, Thanksgiving, Veteran's Day, Martin Luther King Jr. Day, 4th of July, Memorial Day, President's Day, Flag Day)

Grade 4

SS 4.1.2.b Explain the meaning of state symbols, songs and holidays (e.g., Nebraska State Flag, "Beautiful Nebraska", Statehood Day, George Norris Day).

Grade 5

SS 5.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", "America", commemorating state and national holidays)

Grade 6 – 8

SS 8.1.2.b Describe the significance of patriotic symbols, songs and activities (e.g., Pledge of Allegiance, "The Star Spangled Banner", celebration of Memorial Day, Independence Day, Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

High School

SS 12.1.2.b Analyze the significance and benefits of patriotic symbols, songs, holidays, and activities (e.g. Pledge of Allegiance, "The Star Spangled Banner", "America", Veteran's Day, Martin Luther King, Jr. Day, American Indian Day, Constitution Day)

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

Human Systems

Grade K

SS 0.3.4.a Identify aspects of culture within the local community and other communities (e.g., food, language, religion, celebrations, and popular culture such as food, music and sports)

Grade 1

SS 1.3.4.a Describe cultures of the local community and other communities (e.g., food, language, celebrations)

Summary of Nebraska State Standards Regarding Teaching about the Bible and Christianity

Grade 2

SS 2.3.4.a Identify patterns of cultural traits (e.g., language, religion, food)

Grade 3

SS 3.3.4.a Compare and contrast patterns of culture within your community (e.g., language, religion, food)

SS 3.3.4.b Compare and contrast the spread and diffusion of cultural traits (e.g., spread of ideas, languages, religions, people, goods, customs, traditions)

Grade 4

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska (e.g., language, religion, food)

Grade 5

SS 5.3.4.a Compare and contrast patterns of culture within the United States (e.g., language, religion, food)

Grade 6 – 8

SS 8.3.4.c Analyze and explain components and diffusion of cultures (e.g., religion-spread of various belief systems...)

High School

SS 12.3.4.a Distinguish population characteristics by world regions, country, and regions within countries (e.g., demographic transition, fertility, mortality, migration rates, population pyramids)

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Historical Comprehension

Grade K

SS 0.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., George Washington, American flag, picture and name of current president)

Grade 1

SS 1.4.2.a Identify the contributions of historical people and the impact of symbols, including various cultures and ethnic groups (e.g., Abraham Lincoln, Martin Luther King, Jr., Standing Bear, American Bald Eagle, Statue of Liberty)

Grade 2

SS 2.4.2.a Describe historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., Native Americans, colonists, local cultural figures, Uncle Sam, patriotism, the White House, Independence Day)

Grade 3

SS 3.4.2.a Describe the role of historical people, events, ideas, and symbols, including various cultures and ethnic groups (e.g., local cultural figures, landmarks, celebrations, and cultural events)

Grade 4

SS 4.4.2.a Describe and explain the relationships among historical people, events, ideas, and symbols, including various cultures and ethnic groups, in Nebraska by era

Grade 5

United States: First Americans to the Constitution

SS 5.4.2.a Demonstrate an understanding of the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, by era (e.g., Early America/Exploration: American Indian empires in Mesoamerica, the Southwest, and the Mississippi Valley, Coronado, DeSoto, LaSalle; Colonization and Rise of Democratic Institutions: Spanish Missions, French and Indian War: Chief Pontiac; Establishing a Nation: Revolutionary War; Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols).

Summary of Nebraska State Standards Regarding Teaching about the Bible and Christianity

K-12 History: Students will develop and apply historical knowledge and skills to research, analyze, and understand key concepts of past, current, and potential issues and events at the local, state, national, and international levels.

Grade 6 – 8

United States: Colonial America to the Progressive Era

Historical Comprehension

SS 8.4.2.a Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States by era (e.g., Establishing a Nation: Revolutionary War: Founders and Founding Documents: unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights and democratic ideals, George Washington, Benjamin Franklin, Thomas Jefferson, and other historical figures, patriotism, national symbols;...

World History: Beginning to 1000 CE

Historical Comprehension

SS 8.4.2.a Analyze the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world by era (e.g., Early Societies and Civilizations: culture prior to urbanization, Chavin, Toltecs, River Valley Civilizations and the development of agriculture, Songhai, Mali, Mesoamerica, Gupta Empire; Ancient and Classical Empires and Major Religions: Chinese and Japanese Dynasties, Greco-Roman Empires, Incas, Mayas, Aztecs, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam...

Chronological Thinking

SS 8.4.1.a Describe concepts of time and chronology (e.g., Early Civilizations & Rise of Pastoral People 4000-1000 BCE, Rise of Giant Empires & Major Religions 1000- 300CE, Expanding Zones of Exchange and Encounter 300-1000 CE)

High School

United States: Progressive Era to Present

Historical Comprehension

SS 12.4.2.a Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history in the United States (e.g., unique nature of the creation and organization of the American Government, the United States as an exceptional nation based upon personal freedom, the inherent nature of citizens' rights, and democratic ideals;..., Ronald Reagan; Civil Rights Era: Martin Luther King, Jr.,...

Multiple Perspectives

SS 12.4.3.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event (e.g... Martin Luther King, Jr.'s "I Have a Dream" speech...)

World History: Beginning to 1000 CE

Historical Comprehension

SS 12.4.2.a Analyze and evaluate the impact of people, events, ideas, and symbols, including various cultures and ethnic groups, on history throughout the world ...

Multiple Perspectives

SS 12.4.3.a Analyze and evaluate how multiple perspectives facilitate the understanding of the full story of world history (e.g., the Crusades, nationalism, imperialism, apartheid, Arab/Israeli conflicts)

NEBRASKA STATE LAWS -----

Nebraska Constitution Preamble

We, the people, grateful to Almighty God for our freedom, do ordain and establish the following declaration of rights and frame of government, as the Constitution of the State of Nebraska.

Summary of Nebraska State Standards Regarding Teaching about the Bible and Christianity

Article I-4

Religious freedom.

All persons have a natural and indefeasible right to worship Almighty God according to the dictates of their own consciences. No person shall be compelled to attend, erect or support any place of worship against his consent, and no preference shall be given by law to any religious society, nor shall any interference with the rights of conscience be permitted. No religious test shall be required as a qualification for office, nor shall any person be incompetent to be a witness on account of his religious beliefs; but nothing herein shall be construed to dispense with oaths and affirmations. Religion, morality, and knowledge, however, being essential to good government, it shall be the duty of the Legislature to pass suitable laws to protect every religious denomination in the peaceable enjoyment of its own mode of public worship, and to encourage schools and the means of instruction.

Source. (*Neb. Const. art. I, sec. 4 (1875).*)

Summary of Nevada State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Nevada State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.doe.nv.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Nevada Academic Content Standards for English Language Arts (2010)

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

Building Community – Learning & Working Together

SS.K.10. Share and discuss stories that illustrate honesty, courage, friendship, respect, and responsibility.

SS.K.12. Identify diverse cultural events, holidays, and symbols and where appropriate, identify these celebrations on a calendar.

SS.K.13. Describe ways in which students and families are alike and different across cultures.

SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

Grade 1

The Community We Live In & the Work We Do

SS.1.10. Share stories that illustrate honesty, courage, friendship, respect, and responsibility; have students explain how the stories show these qualities.

Summary of Nevada State Standards Regarding Teaching about the Bible and Christianity

SS.1.13. Identify and compare cultural practices and traditions in the community.

SS.1.17. Describe a situation that exemplifies democratic principles, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

Grade 2

Our National Identity & Culture

SS.2.14. Identify and compare cultural practices and traditions in the U.S.

SS.2.16. Explain how diverse individuals have played important roles in developing the nation's civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

SS.2.23. Describe why people made decisions to move in early U.S. history, including but not limited to: cultural, economic, environmental, political, social.

Grade 4

Nevada: Past & Present

SS.4.13. Analyze the diverse population of Nevada's early inhabitants, natives, and settlers and discuss their unique experiences and contributions.

SS.4.18. Identify and analyze the diversity and cultural traditions of Nevada's people, including but not limited to: Native communities, Basque communities.

Grade 5

The U.S. - Creating a New Nation

SS.5.12. Investigate what it meant to be an American for different groups of people in early American history.

SS.5.13. Explore the development of colonial America and compare differences among the colonies.

SS.5.14. Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.

SS.5.15. Analyze how various political, religious, and intellectual ideas have influenced the development of early American society and government.

SS.5.18. Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history.

Grade 6 - 8 - Early World Civilizations (prior to 1500)

SS.6-8.WGGS.14. Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society.

SS.6-8.WGGS.16. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

SS.6-8.EUSH.16. Analyze the influence of diverse cultural traditions on early American society.

SS.6-8.EUSH.17. Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.

Grades 9 – 12

World History & Geography (1300-Present)

SS.9-12.WH.16. Describe the factors that shape group, national, or individual identity, including but not limited to: institutions, religion, language, social class, geography, culture, and society.

SS.9-12.WH.20. Investigate the evolutions of belief systems, religions, philosophies, and ideologies across human societies.

SS.9-12.WH.23. Analyze the complex relationship between dominant cultures and minority groups throughout world history, including but not limited to: causes of (race, ethnicity, gender, nationality, class and/or religion), reactions, and long-term effects of oppression.

SS.9-12.WH.29. Analyze how various political and religious philosophies have influenced government institutions and policies.

Summary of Nevada State Standards Regarding Teaching about the Bible and Christianity

U.S. History (1877-Present)

SS.9-12.US.19. Analyze the influence of religious, intellectual, and artistic changes.

SS.9-12.US.31. Analyze the intellectual, cultural, religious, and artistic contributions of diverse individuals in U.S. to the modern world.

SS.9-12.US.33. Compare the evolution of different political, civil, religious, and economic institutions and their influence on individuals, communities, and government policies.

NEVADA STATE LAWS

§388.075 Period of silence

Every school district shall set aside a period at the beginning of each school day, during which all persons must be silent, for voluntary individual meditation, prayer or reflection by pupils. *(Added to NRS by 1977, 634)*

Nevada Constitution Preamble

We the people of the State of Nevada Grateful to Almighty God for our freedom in order to secure its blessings, insure domestic tranquility, and form a more perfect Government, do establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of New Hampshire State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2006 New Hampshire State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.education.nh.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

New Hampshire Common Core State Standards for English Language Arts 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Civics and Governments

Grades K-2

SS:CV:1: The Nature and Purpose of Government

SS:CV:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.

Grades 5-6

SS:CV:1: The Nature and Purpose of Government

SS:CV:6:1.1: Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law. (*Editor's Note: This could include student's freedom of religious expression*)

SS:CV:6:1.2: Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights.

Summary of New Hampshire State Standards Regarding Teaching about the Bible and Christianity

SS:CV:2: Structure and Function of United States and New Hampshire Government

SS:CV:6:2.2: Identify and illustrate the heritage that early settlers brought to the development and establishment of American democracy, e.g., political, legal, philosophical, or religious traditions.

Grades 7-8

SS:CV:1: The Nature and Purpose of Government

SS:CV:8:1.1: Explain why limiting the powers of government is essential for the protection of individual rights.

(Editor's Note: This could include student's freedom of religious expression)

Grades 9-12

SS:CV:1: The Nature and Purpose of Government

SS:CV:12:1.4: Explain how in the United States legitimate authority derives from custom, law and consent of the governed, e.g., the Mayflower Compact or local curfews.

Geography

Grades 5-6

SS:GE:4: Human Systems

SS:GE:6:4.2: Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine. *(Editor's Note: This could include student's freedom of religions' influence)*

Grades 9-12

SS:GE:2: Places and Regions

SS:GE:12:2.5: Recognize that places and regions serve as symbols for individuals and societies, e.g., Mecca or Salt Lake City.

US / New Hampshire History

Grades K-2

SS:HI:1: Political Foundations and Development

SS:HI:2:1.1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.

SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions

SS:HI:2:3.1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims.

Grades 3-4

SS:HI:1: Political Foundations and Development

SS:HI:4:1.1: Explore biographies of key political figures who helped shape our community, state, and country, e.g., Franklin Pierce or Sandra Day O'Connor.

SS:HI:4:1.3: Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution *(NH Curriculum Framework, June 2006, pg.33)*.

SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions

SS:HI:4:3.1: Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement "Live Free or Die".

SS:HI:5: Social/Cultural

SS:HI:4:5.1: Explain the unique contributions of different ethnic and religious groups to New Hampshire history and culture, e.g., the Shakers or the French Canadians.

Grades 5-6

SS:HI:1: Political Foundations and Development

SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.

Summary of New Hampshire State Standards Regarding Teaching about the Bible and Christianity

SS:HI:6:1.2: Explain how the foundations of American democracy are rooted in European, Native American and colonial traditions, experiences and institutions.

SS:HI:3: World Views and Value systems and their Intellectual and Artistic Expressions

SS:HI:6:3.1: Examine how the art, music and literature of our nation has been enhanced by groups, e.g., immigrants or abolitionists.

SS:HI:5: Social/Cultural

SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.

Grades 7-8

SS:HI:1: Political Foundations and Development

SS:HI:8:1.3: Examine how religion has influenced the political life of the nation, e.g., the Know Nothing Party, the temperance movement, or the First Great Awakening.

Grades 9-12

SS:HI:1: Political Foundations and Development

SS:HI:12:1.2: Analyze how religion has influenced the political life of the nation, e.g., the separation of church and state in early New Hampshire or the rise of the Moral Majority.

SS:HI:2: Contacts, Exchanges & International Relations

SS:HI:12:2.4: Determine the extent to which Manifest Destiny has been a driving force behind American ideology, e.g., Roger Williams and the founding of Rhode Island and the Providence Plantations or the Roosevelt Corollary to the Monroe Doctrine.

SS:HI:5: Social/Cultural

SS:HI:12:5.1: Explore the tensions between the values of unity and pluralism in defining our national identity, e.g., the Puritans v Anne Hutchinson or the counter-culture vs. the silent majority.

SS:HI:12:5.5: Analyze how religious ideas of morality have impacted social change, e.g., the Abolitionist Movement or the debate over legalized abortion.

World History

Grades K-2

SS:WH:5: Social/Cultural

SS:WH:2:5.1: Identify the concepts of values and beliefs.

Grades 3-4

SS:WH:5: Social/Cultural

SS:WH:4:5.1: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.

Grades 5-6

SS:WH:5: Social/Cultural

SS:WH:6:5.2: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling.

SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states,...

SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions

SS:WH:6:3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.

SS:WH:5: Social/Cultural

SS:WH:6:5.3: Explain the impact of ethnic and religious groups on the development and stability of empires and nation-states, e.g., the Ancient Persia, the Ottoman Empire, or Nigeria.

SS:WH:6:5.4: Examine forms of entertainment and leisure time activity, e.g., religious festivals, sporting events, or theater.

Summary of New Hampshire State Standards Regarding Teaching about the Bible and Christianity

Grades 7-8

SS:WH:1: Political Foundations and Developments

SS:WH:8:1.2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahhabism in the Middle East.

SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions

SS:WH:8:3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time.

Grades 9-12

SS:WH:1: Political Foundations and Developments

SS:WH:12:1.5: Evaluate the influence of religion on political systems, e.g., priestesses in Sumeria, Hinduism in Southeast Asia, or Islam in Africa.

SS:WH:3: World Views and Value systems and their Intellectual and Artistic Expressions

SS:WH:12:3.1: Describe how people's differences in religion have often led to conflict in regions of the world, e.g., the Roman Empire, the Holy Land, or the Indian subcontinent.

SS:WH:12:3.2: Analyze how philosophic systems and social theories are powerful forces throughout history, e.g., Stoicism, neo-Confucianism, or liberation theology.

SS:WH:5: Social/Cultural

SS:WH:12:5.2: Examine the role and impact of religious ideas on daily life and social norms, e.g., rites of passage, personal morality, or dietary practices.

SS:WH:12:5.5: Determine the basis for ranking social groups within a given culture, e.g., religious knowledge, wealth, or military power.

NEW HAMPSHIRE STATE LAWS

§189:1-b Freedom of Assembly: Freedom of Religion

On each school day, before classes of instruction officially convene in the public schools of this sovereign state, a period of not more than 5 minutes shall be available to those who may wish to exercise their right to freedom of assembly and participate voluntarily in the free exercise of religion. There shall be no teacher supervision of this free exercise of religion, nor shall there be any prescribed or proscribed form or content of prayer. (*Source. 1977, 182:1, eff. Aug. 13, 1977.*)

Constitution Day

In 2004, the Congress decided that "Constitution Day" should be observed in schools each year on September 17th with educational programs about the history and signing of the Constitution.

New Hampshire Constitution

Part 1, Article 5: Religious Freedom Recognized. Every individual has a natural and unalienable right to worship God according to the dictates of his own conscience, and reason; and no subject shall be hurt, molested, or restrained, in his person, liberty, or estate, for worshipping God in the manner and season most agreeable to the dictates of his own conscience; or for his religious profession, sentiments, or persuasion; provided he doth not disturb the public peace or disturb others in their religious worship. (*June 2, 1784*)

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

[<www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html>](http://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html)

Summary of New Hampshire State Standards Regarding Teaching about the Bible and Christianity

Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state. ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of New Jersey State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2020 New Jersey State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.nj.gov/education. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

New Jersey Standards for English Language Arts 2016

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

RL.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare)

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail" ...), including how they relate in terms of themes and significant concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

W.8.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

- a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from mythology or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Grades K – 2

Civics

Civics, Government, and Human Rights: Civics and Political Institutions

The actions of individuals and government affect decisions made for the common good.

6.1.2.CivicsPI.4 Explain how all people, not just official leaders, play important roles in a community.

Civics, Government, and Human Rights: Democratic Principles

The democratic principles this country was founded upon guide the actions of local, state and national government (e.g., authority, rights, responsibility, fairness, privacy, freedom to make choices).

Summary of New Jersey State Standards Regarding Teaching about the Bible and Christianity

6.1.2.CivicsDP.1 Explain how national symbols reflect on American values and principles.

6.1.2.CivicsDP.2 Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.

6.1.2.CivicsDP.3 Explain how historical symbols, monuments and holidays reflect the shared values, principles, and beliefs of the American identity.

Geography

Geography, People, and the Environment: Human Population Pattern

Physical and human characteristics affect where people live (settle).

6.1.2.GeoPP.1 Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).

History

History, Culture, and Perspectives: Understanding Perspectives

Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.

6.1.2.HistoryUP.2 Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

History, Culture, and Perspectives: Historical Sourcing and Evidence

The nature of history involves stories of the past preserved in a variety of sources.

6.1.2.HistorySE.1 Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

6.1.2.HistorySE.2 Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Grades 3 – 5

Civics

Civics, Government, and Human Rights: Democratic Principles

Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.

6.1.5.CivicsDP.3 Describe the role of religious freedom and participatory government in various North American colonies.

Civics, Government, and Human Rights: Human and Civil Rights

It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.

6.1.5.CivicsHR.1 Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).

6.1.5.CivicsHR.2 Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

Geography

Geography, People, and the Environment: Global Interconnections

Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.

6.1.5.GeoGI.4 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

History

History, Culture, and Perspectives: Continuity and Change

Interactions of people and events throughout history have shaped the world we experience today.

6.1.5.HistoryCC.4 Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

Summary of New Jersey State Standards Regarding Teaching about the Bible and Christianity

6.1.5.HistoryCC.11 Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.

6.1.5.HistoryCC.12 Determine the roles of religious freedom and participatory government in various North American colonies.

6.1.5.HistoryCC.13 Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.

6.1.5.HistoryCC.15 Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).

History, Culture, and Perspectives: Understanding Perspectives

Events may be viewed differently based on one's perspective.

6.1.5.HistoryUP.2 Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.

History, Culture, and Perspectives: Historical Sourcing and Evidence

Our understanding of the past deepens through analysis of a wide variety of primary and secondary sources.

6.1.5.HistorySE.2 Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

History, Culture, and Perspectives: Claims and Argumentation

Historians use evidence from multiple sources to support their claims and arguments about the past.

6.1.5.HistoryCA.1 Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.

Grades 6 – 8

Era 3. Revolution and the New Nation (1754–1820s)

Fundamental rights are derived from the inherent worth of each individual and include civil, ... and cultural rights.

6.1.8.CivicsHR.3.a Explain how and why constitutional civil liberties were impacted by acts of government during the Early Republic.

Grades 9 – 12

Era 2. Revolution and the New Nation (1754–1820s)

Chronological sequencing serves as a tool for analyzing past and present events.

6.1.12.HistoryCC.2.b Assess the importance of the intellectual origins of the Foundational Documents and assess their importance on the spread of democracy around the world (i.e., Declaration of Independence, the Constitution, and Bill of Rights).

Era 3. Expansion and Reform (1801–1861)

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

6.1.12.HistoryCC.3.a Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods.

Era 5. The Development of the Industrial United States (1870–1900)

Evidence from multiple relevant historical sources and interpretations can be used to develop a reasoned argument about the past.

6.1.12.HistoryCA.5.a Assess the effectiveness of public education in fostering national unity and American values and in helping people meet their economic needs and expectations.

Era 13. Postwar United States: Civil Rights and Social Change (1945 to early 1970s)

Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.

Summary of New Jersey State Standards Regarding Teaching about the Bible and Christianity

6.1.12.HistoryCC.13.a Compare and contrast the leadership and ideology of Martin Luther King, Jr., and Malcolm X during the Civil Rights Movement, and evaluate their legacies.

Era 14. Contemporary United States: Domestic Policies (1970–Today)

Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

6.1.12.HistoryCC.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

Era 16. Contemporary United States: Interconnected Global Society (1970–Today)

To better understand the historical perspective, one must consider historical context.

6.1.12.HistoryUP.16.a Analyze the impact of American culture on other world cultures and determine the impact of social media on the dissemination of American culture.

NEW JERSEY STATE LAWS

18A:36-4 Period of silence

Principals and teachers in each public elementary and secondary school of each school district in this State shall permit students to observe a 1 minute period of silence to be used solely at the discretion of the individual student, before the opening exercises of each school day for quiet and private contemplation or introspection. (*History: L.1982, c. 205, s. 1, eff. Dec. 17, 1982, updated through P.L. 2017, ch.237 and JR 18 of 2017*)

New Jersey Constitution Preamble

We, the people of the State of New Jersey, grateful to Almighty God for the civil and religious liberty which He hath so long permitted us to enjoy, and looking to Him for a blessing upon our endeavors to secure and transmit the same unimpaired to succeeding generations, do ordain and establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.
www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of New Mexico State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2009 New Mexico State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at webnew.ped.state.nm.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

New Mexico Core Standards for English Language Arts 2017

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grade 9

RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Grade 10

RL.10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grade 9

RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Grade 10

RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 9

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a) Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Grade 10

W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a) Apply Grades 9-10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Grades K - 4

History – New Mexico

Benchmark I-A: Describe how contemporary and historical people and events have influenced New Mexico communities and regions

Grade K

1. Identify the customs, celebrations, and holidays of various cultures in New Mexico.

Summary of New Mexico State Standards Regarding Teaching about the Bible and Christianity

History – United States

Benchmark I-B: Understand connections among historical events, people, and symbols significant to United States history and cultures

Grade 1

1. Identify the significance of United States historical events and symbols (e.g., Martin Luther King, Jr. Day, Memorial Day, Independence Day, Labor Day, Veterans Day, United States flag, bald eagle).

History – World

Benchmark I-C—Students will identify and describe similar historical characteristics of the United States and its neighboring countries

Grade K

1. Identify the local, state, and national symbols (e.g., flag, bird, song).

Geography

Benchmark II-C: Be familiar with aspects of human behavior and man-made and natural environments in order to recognize their impact on the past and present

Grade K

1. Identify family customs and traditions and explain their importance.

Benchmark II-E: Describe how economic, political, cultural, and social processes interact to shape patterns of human populations, and their interdependence, cooperation, and conflict

Grade 1

1. Identify characteristics of culture (e.g., language, customs, religion, shelter).

Civics and Government

Benchmark III-B: Identify and describe the symbols, icons, songs, traditions, and leaders of local, state, tribal, and national levels that exemplify ideals and provide continuity and a sense of community across time

Grade K

1. Recognize and name symbols and activities of the United States, New Mexico, and tribes, to include a. United States symbols to include the flag, bald eagle, monuments...

2. Recognize patriotic activities including The Pledge of Allegiance, The Star-Spangled Banner, ...

Grade 3

1. Explain how symbols, songs, icons, and traditions combine to reflect various cultures over time.

Grades 5 – 8

History – New Mexico

Benchmark I-A: explore and explain how people and events have influenced the development of New Mexico up to the present day

Grade 5

2. Explain the reasons for European exploration of the Americas.

Grade 6

1. Describe the relationships among ancient civilizations of the world (e.g., ... cultures and religious systems) and their connection to the early development of New Mexico.

Grade 7

1. Compare and contrast the contributions of the civilizations of the western hemisphere (e.g., Aztecs, Mayas, Toltecs, mound builders) with the early civilizations of the eastern hemisphere (e.g., Sumerians, Babylonians, Hebrews, Egyptians) and their impact upon societies, to include: ... c. religious traditions and forms of government.

History – United States

Benchmark I-B: Analyze and interpret major eras, events and individuals from the periods of exploration and colonization through the civil war and reconstruction in United States history

Summary of New Mexico State Standards Regarding Teaching about the Bible and Christianity

Grade 5

2. Describe and explain the reasons for colonization, to include: religious freedom, desire for land, economic opportunity, a new way of life, including the roles and views of key individuals who founded colonies (e.g., John Smith, William Penn, Lord Baltimore)
3. Explain the significance of major historical documents (e.g., the Mayflower compact, the declaration of independence, the federalist papers, United States constitution, bill of rights, the Gettysburg address)
4. Identify the interactions between American Indians and European settlers, including agriculture, cultural exchanges, alliances, and conflicts (e.g., the first Thanksgiving, the pueblo revolt, French and Indian war)

History – World

Benchmark I-C: Compare and contrast major historical eras, events and figures from ancient civilizations to the age of exploration

Grade 5

2. Identify, describe, and explain the political, religious, economic and social conditions in Europe that led to the era of colonization

Grade 6

4. Describe major religions of the world to include Hinduism, Buddhism, Judaism, Christianity and Islam (e.g., founding leaders, traditions, customs, beliefs)
6. Compare and contrast the political and economic events and the social and geographic characteristics of medieval European life and their enduring impacts on later civilizations, to include: ...d. role of the Roman Catholic Church and its Monasteries

Civics and Government

Benchmark III-A: Demonstrate understanding of the structure, functions and powers of government (local, state, tribal and national)

Grade 5

2. Identify the fundamental ideals and principles of our republican form of government (e.g., inalienable rights such as “life, liberty, and the pursuit of happiness,” the rule of law, justice, equality under the law)
3. Identify and describe the significance of American symbols, landmarks and essential documents (e.g., declaration of independence; United States constitution; bill of rights; the federalist papers; Washington, D.C.; liberty bell; Gettysburg address; statue of liberty)

Grade 8

2. Identify and describe a citizen's fundamental constitutional rights, to include: a. Freedom of religion, expression, assembly and press

Benchmark III-B: Explain the significance of symbols, icons, songs, traditions and leaders of New Mexico and the United States that exemplify ideals and provide continuity and a sense of unity

Grade 5

1. Explain the significance and importance of American customs, symbols, landmarks and celebrations
2. Identify and summarize contributions of various racial, ethnic and religious groups to national identity
3. Describe selected ethnic and religious customs and celebrations that enhance local, state, tribal and national identities

Grade 8

1. Explain how the development of symbols, songs, traditions and concepts of leadership reflect American beliefs and principles

Benchmark III-C: Compare political philosophies and concepts of government that became the foundation for the American Revolution and the United States government

Grade 5

1. Describe the narrative of the people and events associated with the development of the United States constitution, and describe its significance to the foundation of the American republic, to include: a. Colonists’ and Native Americans’ shared sense of individualism, independence and religious freedom that developed before the revolution...

Summary of New Mexico State Standards Regarding Teaching about the Bible and Christianity

Grades 9-12

History – World

Benchmark I-C: Analyze and interpret the major eras and important turning points in world history from the age of enlightenment to the present, to develop an understanding of the complexity of the human experience

1. Describe and explain how the renaissance and reformation influenced education, art, religion and government in Europe, to include: ...b. Development of Protestantism (e.g., Martin Luther, John Calvin); c. religious conflict and persecutions (e.g., Spanish inquisition)

Civics and Government

Benchmark III-A: Compare and analyze the structure, power and purpose of government at the local, state, tribal and national levels as set forth in their respective constitutions or governance documents

5. Analyze the rights, protections, limits and freedoms included within the United States constitution and bill of rights, to include: constitutional mandates such as the right of habeas corpus, no bill of attainder and the prohibition of the ex post facto laws; 1st Amendment guarantees freedom of religion, speech, ...

Benchmark III-B: Analyze how the symbols, icons, songs, traditions and leaders of New Mexico and the United States exemplify ideals and provide continuity and a sense of unity

3. Analyze the contributions of symbols, songs and traditions toward promoting a sense of unity at the state and national levels

4. Evaluate the role of New Mexico and United States symbols, icons, songs and traditions in providing continuity over time

NEW MEXICO STATE LAWS

§22-12-3 Religious Instruction excusal

A student may, subject to the approval of the school principal, be excused from school to participate in religious instruction for not more than one class period each school day with the written consent of his parents at a time period not in conflict with the academic program of the school. The local school board and its school employees shall not assume responsibility for the religious instruction or permit it to be conducted on school property.

(History: 1953 Comp., § 77-10-2.1, enacted by Laws 1971, ch. 238, § 1; 1997, ch. 258, § 1; 2003, ch. 153, § 56; 2006, ch. 94, § 42)

§22-27-2 Meditation in Public School Act, Findings; purpose

A. The legislature finds that: (1) the first amendment of the United States constitution protects religious freedom and freedom of speech; (2) the constitution of New Mexico protects each citizen's rights to worship God according to the dictates of the citizen's conscience; and (3) the constitution of New Mexico prohibits public schools from requiring attendance or participation by students or teachers in any religious service.

B. The purpose of the Meditation in Public School Act is to foster respect for the educational process and environment and to provide for the right of every public school student to exercise his freedom of conscience on public school grounds without pressure from the state, any public school, teacher, school personnel or other student.

(History: Laws 1995, ch. 72, § 2)

§22-27-3 Meditation in Public School Act

Students in the public schools may voluntarily engage in student-initiated moments of silent meditation.

(History: Laws 1995, ch. 72, § 3)

New Mexico Constitution Preamble

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Summary of New Mexico State Standards Regarding Teaching about the Bible and Christianity

New Mexico Constitution, Article 2: Bill of Rights, Section 11:

Freedom of Religion explicitly gives the right to worship God according to one's conscience and prohibits denying political rights or privileges due to religion or requiring attending or supporting of any religious sect or denomination, as well as prohibits giving any legal preference to any religion or mode of worship. This is similar to the U.S. Constitution's First Amendment.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

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Social studies

Grades K - 4

Standard 1 - History of the United States and New York

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students will:

- Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
- understand the basic ideals of American democracy as explained in the Declaration of Independence and the Constitution and other important documents
- Explain those values, practices, and traditions that unite all Americans.

Examples:

- Discuss how basic ideals of American democracy are shown in such speeches as Lincoln's Gettysburg Address and Martin Luther King's 'I Have a Dream' speech."
 - Explain ways that families long ago expressed and transmitted their beliefs and values through oral traditions, literature, songs, art, religion, community celebrations...
2. Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students will:

- Gather and organize information about the traditions transmitted by various groups living in their neighborhood and community
- Recognize how traditions and practices were passed from one generation to the next

Examples:

- Conduct interviews with family members, collect family memorabilia such as letters, diaries, stories, photographs, and keepsakes; classify information by type of activity: social, political, economic, cultural, or religious; discuss how traditions and practices were passed from one generation to the next; determine the extent to which the traditions and practices are shared by other members of the class
3. Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students will:

- Classify information by type of activity: social, political, economic, technological, scientific, cultural, or religious.

Standard 2 - World History

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. ...

3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students will:

- Understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.

Summary of New York State Standards Regarding Teaching about the Bible and Christianity

Example:

- Listen to historical narratives about the history of children and families in different cultures throughout the world to learn about different family structures; children's, women's, and men's roles; daily life; religious or spiritual beliefs and practices; customs and traditions.

Standard 5 - Civics, Citizenship, and Government

1. The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

Students will:

- Understand that social and political systems are based upon people's beliefs
- 3. Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.

Students will:

- Understand that citizenship includes an awareness of the holidays, celebrations, and symbols of our nation.

Example:

- Understand the significance of and recite the Pledge of Allegiance

Grade K: Self and Others

Individual Development and Cultural Identity

K.2 Children, families, and communities exhibit cultural similarities and differences.

K.2b Unique family activities and traditions are important parts of an individual's culture and sense of self.

- Students will explain how their families celebrate birthdays or other special days.

K.3 Symbols and traditions help develop a shared culture and identity within the United States.

K.3a Diverse cultural groups within the community and nation embrace unique traditions and beliefs and celebrate distinct holidays.

- Students will compare ways diverse cultural groups within the community and nation celebrate distinct holidays.

K.3b The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.

- Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.
- Students will identify American symbols, such as the Liberty Bell and the bald eagle.
- Students will learn the Pledge of Allegiance.
- Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.
- Students will learn patriotic songs, including the national anthem, "America the Beautiful," and "America."

Time, Continuity, and Change

K.8 The past, present and future describe points in time and help us examine and understand events.

K.8b People use folktales, legends, oral histories, and music to teach values, ideas, traditions, and important events from the past.

- Students will retell a story and explain the value, idea, tradition, or important event that it expressed.

Grade 1: My Family and Other Families, Now and Long Ago

Individual Development and Cultural Identity

1.1 Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.

1.1a Families are a basic unit of all societies, and different people define family differently.

- Students will listen to stories about different families and will identify characteristics that are the same and different.

1.1b People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.

Summary of New York State Standards Regarding Teaching about the Bible and Christianity

- Students will identify traditions that are associated with their families and tell why the tradition is important.
- 1.2 There are significant individuals, historical events, and symbols that are important to American cultural identity.**
- 1.2a** The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.
- Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.
 - Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.
- 1.2b** The Pledge of Allegiance and patriotic songs play an important role in understanding and examining the nation's history, values, and beliefs.
- Students will be able to recite the Pledge of Allegiance, to begin to understand its purpose and its general meaning, and to sing patriotic songs such as *America the Beautiful*, *America* ("My Country 'Tis of Thee"), and *The Star Spangled Banner* and begin to understand the general meaning of the lyrics.

Grade 2: My Community and Other Communities

Individual Development and Cultural Identity

2.2 People share similarities and differences with others in their own community and with other communities.

2.2a People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.

- Students will examine the ethnic and/or cultural groups represented in their classroom.
- Students will explore the cultural diversity of their local community by identifying activities that have been introduced by different cultural groups.

Grade 3: Communities around the World

Time, Continuity, and Change

3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

3.4a People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.

- Students will examine legends, folktales, oral histories, biographies, and historical narratives to learn about the important individuals and events of each selected world community.
- Students will examine symbols of each selected world community.

Development, Movement, and Interaction of Cultures

3.5 Communities share cultural similarities and differences across the world.

3.5b Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

- Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.
- Students will learn about the holidays and festivals celebrated in each selected world community and compare them to the holidays and festivals celebrated in their own community.

3.6 Communities from around the world interact with other people and communities and exchange cultural ideas and practices.

3.6a Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

- Students will examine people, goods, and ideas that have diffused from other communities into each selected world community and the effects of the people, goods, and ideas on these communities.
- Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities.

Summary of New York State Standards Regarding Teaching about the Bible and Christianity

Grade 4: New York State and Local History and Government

4.3 Colonial and revolutionary period in New York

4.3b Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

- Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions.
- Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.

4.4 Government

4.4d New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.

- Students will examine the rights and freedoms guaranteed to citizens.

4.7 Immigration and migration from the early 1800s to the present

4.7a Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

- Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine.

Grades 6 – 8

Standard 1- History of the United States and New York

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students will:

- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans
- 2.** Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.

Students will:

- Explore the meaning of American culture by identifying the key ideas, beliefs, and patterns of behavior, and traditions that help define it and unite all Americans
- 3.** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students will:

- Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups,...
- Classify major developments into categories such as social, political, economic, geographic, technological, scientific, cultural, or religious.

Standard 2 – World History

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.

Students will:

- Know the social and economic characteristics, such as customs, traditions, child-rearing practices, ways of making a living, education and socialization practices, gender roles, foods, and religious and spiritual beliefs that distinguish different cultures and civilizations

Summary of New York State Standards Regarding Teaching about the Bible and Christianity

- Know some important historic events and developments of past civilizations
- Interpret and analyze documents and artifacts related to significant developments and events in world history.
- 3. Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Students will:

- Investigate the roles and contributions of individuals and groups in relation to key social, political, cultural, and religious practices throughout world history...

Examples:

- Develop a map of Europe, the Mediterranean world, India, South and Southeast Asia, and China to show the extent of the spread of Buddhism, Christianity; ... explain how the spread of these religions changed the lives of people living in these areas of the world.
- 4. The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

Students will:

- Explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed...

Example:

- Examine documents related to significant developments in world history (e.g., excerpts from sacred texts of the world's great religions ...)

Grade 6: The Eastern Hemisphere

6.4 Comparative World Religions (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems.

6.4a Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.

6.4b Belief systems and religions are based on sets of mutually held values.

- Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point.)

6.4c Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.

- Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles.
- Students will explore the influence of various belief systems on contemporary cultures and events.

6.6 Mediterranean World: Feudal Western Europe, the Byzantine Empire, and the Islamic Caliphates

6.6a Overexpansion, corruption, invasions, civil wars, and discord led to the fall of Rome. Feudalism developed in Western Europe in reaction to a need for order and to meet basic needs.

- Students will examine reasons for the fall of the Roman Empire and the development of feudalism in Western Europe, including efforts to restore the empire, the decentralization of political authority, and the role of the Christian Church in providing some measure of central authority.

6.6b The Byzantine Empire preserved elements of the Roman Empire, controlled lands within the Mediterranean basin, and began to develop Orthodox Christianity.

- Students will examine how the Byzantine Empire preserved elements of the Roman Empire by blending Roman traditions with Greek culture, and developed a Christian faith, known as Orthodox Christianity, which united Church and state authority in the person of the emperor.

Summary of New York State Standards Regarding Teaching about the Bible and Christianity

Grade 7: History of the United States and New York State

7.2c European nations established colonies in North America for economic, religious, and political reasons. Differences in climate, physical features, access to water, and sources of labor contributed to the development of different economies in the New England, Middle, and Southern Colonies.

- Students will investigate the reasons for colonization and the role of geography in the development of each colonial region.
- Students will examine the economic, social, and political characteristics of each colonial region.

7.2d In New York, the Dutch established settlements along the Hudson River and the French established settlements in the Champlain Valley, Dutch contributions to American society were long-lasting.

- Students will compare and contrast the early Dutch settlements with French settlements and with those in the subsequent British colony of New York in terms of political, economic, and social characteristics, including an examination of the patroon system.
- Students will examine the changing status and role of African Americans under the Dutch and English colonial systems.
- Student will examine Dutch contributions to American society, including acceptance of a diverse population, a degree of religious toleration and right to petition. Students will examine Dutch relations with Native Americans.

High School

Grades 9 - 12

Standard 1- History of the United States and New York

1. The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.

Students will:

- Analyze the development of American culture, explaining how ideas, values, beliefs, and traditions have changed over time and how they unite all Americans.

Examples:

- Explore the meaning of the United States motto, “E Pluribus Unum,”... read Dr. Martin Luther King’s “Letter from Birmingham Jail” and discuss how this letter expresses the basic ideas, values, and beliefs found in the United States Constitution and Bill of Rights.
- 3.** Study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.

Students will:

- Compare and contrast the experiences of different ethnic, national, and religious groups...

Standard 2 - World History

1. The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and tradition.

Students will:

- Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs;...

Examples:

- Analyze important developments and turning points in world history;... investigate such developments and turning points as: the emergence of the world’s great religions: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism.
- 3.** Study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Summary of New York State Standards Regarding Teaching about the Bible and Christianity

Students will:

- Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities...
- Examine the social/cultural, political, economic, and religious norms and values of Western and other world cultures.

Example:

- Report on the spread of Christianity and Islam throughout world history, identify regions where these religions spread, and describe the effects on the lives of the people who lived in these regions.

Standard 3 - Geography

1. Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues.

Students will:

- Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world.

Grade 9: Global History and Geography I

The First Civilizations, ca. 10,000 B.C.E. – ca. 630 C.E.

9.2 Belief Systems: Rise and Impact

9.2a Belief systems developed beliefs and practices to address questions of origin, the requirements to live a good life, and the nature of the afterlife.

- Students will identify the place of origin, compare, and contrast the core beliefs and practices, and explore the sacred texts and ethical codes for Hinduism, Buddhism, Judaism, Christianity, Islam, Confucianism, and Daoism.

9.2b Belief systems were often used to unify groups of people and affected social order and gender roles.

- Students will examine similarities and differences between Hinduism, Buddhism, Judaism, Christianity, Islam, and Confucianism regarding their effects on social order and gender roles.

Classical Societies, 600 B.C.E. – ca. 900 C.E.

9.6 Social and Cultural Growth and Conflict

9.6a Internal tensions and challenges grew as disputes over authority and power arose between and among religious and political leaders.

- Students will investigate the divisions within Islam (Sunni-Shia) and the Great Schism between Roman Catholic Christianity and Orthodox Christianity and their impacts.
- Students will investigate the Crusades and the Delhi Sultanate from multiple perspectives.

Global Interactions, ca. 1400 – 1750

9.7 The Ottoman Empire and the Ming Dynasty Pre-1600

9.7a Three belief systems influenced numerous, powerful states and empires across the Eastern Hemisphere.

- Students will map the extent of the Muslim, Neo-Confucian, and Christian realms and compare the relative size and power of these realms ca. 1400.

9.7c The Ottoman Empire and the Ming Dynasty had different views of the world and their place in it. Islam under the Ottoman Empire and Neo-Confucianism under the Ming Dynasty influenced the political, economic, military, and diplomatic interactions with others outside of their realm.

- Students will examine Ming interactions with European traders and Christian missionaries.

9.9 Transformation of Western Europe and Russia

9.9b The Reformation challenged traditional religious authority, which prompted a counter reformation that led to a religiously fragmented Western Europe and political conflicts. This religious upheaval continued the marginalization of Jews in European society.

- Students will explore the roles of key individuals, including Martin Luther, John Calvin, Elizabeth I, and Ignatius Loyola, and the impacts that they had on the religious and political unity of Europe.
- Students will trace the discrimination against and persecution of Jews.

Summary of New York State Standards Regarding Teaching about the Bible and Christianity

Grade 12: Participation in Government and Civics

12.G2 Civil Rights and Civil Liberties

12.G2b The Constitution aims to protect, among other freedoms, individual and group rights to freedom of speech, freedom of the press, freedom of assembly, freedom of petition, and freedom of religion. The extent to which these ideals exist in practice and how these protections should be applied in a changing world continues to be an issue of ongoing civic debate.

NEW YORK STATE LAWS

§10-137. Dignity for all Students Act

Authorizes the commissioner of education to establish policies and procedures affording all students in public schools an environment free of harassment and discrimination based on actual or perceived race, national origin, ethnic group, religion, disability, sexual orientation, gender or sex; requires reporting harassment and discrimination to such commission; makes exemptions. *(NB Effective July 1, 2012)*

§801. Courses of Instruction in Patriotism and Citizenship and in Certain Historic Documents

1. Courses of instruction in patriotism, citizenship, and human rights issues (especially the study of the inhumanity of genocide, Slavery, the Holocaust, and the Irish Famine) to be maintained and followed in all the schools of New York State. All students over age eight shall receive this instruction.
2. Courses of instruction in the history, meaning, significance and effects of the Constitution of the United States, the amendments, the Declaration of Independence, the New York State Constitution and its amendments, to be maintained and followed in all of the schools of the state. All students in eighth grade and higher shall receive this instruction.
3. A course of studies in the public schools, during a week designated by the Regents, to instill the purpose, meaning and importance of the Bill of Rights articles in the federal and state constitutions, in addition to the prescribed courses of study in the schools.

§801-a. Instruction in Civility, Citizenship and Character Education

Ensure that the instruction in grades Kindergarten through twelve includes a component on Civility, Citizenship and Character Education.

§802. Instruction Relating to the Flag; Holidays

1. Prepare a program providing a salute to the Flag and daily Pledge of Allegiance to the Flag, and instruction in respect for the Flag, for the use of the public schools of the state of New York.
2. Make provision for the observance of Lincoln's Birthday, Washington's Birthday, Memorial Day and Flag Day in the public schools.

§3029-a. Silent Meditation in Public Schools

1. In each public school classroom, the teacher in charge may, or if so authorized or directed by the board of education by which he is employed, shall, at the opening of school upon every school day, conduct a brief period of silent meditation with the participation of all the pupils there in assembled.
2. The silent meditation authorized by subsection one of this act is not intended to be, and shall not be conducted as, a religious service or exercise, but may be considered as an opportunity for silent meditation on a religious theme by those who are so disposed, or a moment of silent reflection on the anticipated activities of the day. As used in subdivision one of this section the term "participation" shall be construed to permit seated participation and not to require any pupil to stand.

New York Constitution Preamble

We The People of the State of New York, grateful to Almighty God for our Freedom, in order to secure its blessings, ...

Summary of New York State Standards Regarding Teaching about the Bible and Christianity

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of North Carolina State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2021 North Carolina State Department of Education's Essential Standards which establish the curriculum taught in North Carolina public schools. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at sites.google.com/dpi.nc.gov/social-studies/standards. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

North Carolina Standard Course of Study for English Language Arts (2017)

Grade 8

Reading: Literature

CCR Anchor Standard R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

Social Studies

Kindergarten

Behavioral Sciences

K.B.1 Understand cultural practices in local communities and around the world.

K.B.1.1 Identify cultural practices in local communities and around the world.

K.B.1.2 Compare cultural practices of people in local communities and around the world.

K.B.1.3 Summarize stories that illustrate how positive character traits such as empathy, resilience, and respect, help people contribute to their communities.

Grade 1

Behavioral Sciences

1.B.1 Understand how culture, values, and beliefs shape people, places, and environments.

1 B.1.1 Identify cultural practices and traditions in local communities and places around the world.

1 B.1.2 Summarize ways that culturally, racially, and ethnically diverse people help shape a community.

1 B.1.4 Explain how culture, values, and beliefs influence how disagreements are resolved in classrooms, local communities, and the world.

History

1.H.1 Understand how people and events have changed society over time.

1.H.1.1 Explain how the experiences and achievements of people throughout history have helped contribute to the changes in various local communities and communities around the world over time.

Grade 2

Behavioral Sciences

2.B.1 Understand how values and beliefs shape culture in America.

2.B.1.1 Identify the various values and beliefs of diverse cultures that have shaped American identity.

2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America.

Civics and Government

2.C&G.1 Understand how freedom, equality, and democracy contribute to the government of America.

2.C&G.1.2 Summarize the role of government in protecting freedom and equality of individuals in America.

2.C&G.1.4 Explain how advocate for freedom and equality.

Summary of North Carolina State Standards Regarding Teaching about the Bible and Christianity

Geography

2.G.1 Understand how interaction between humans and the physical environment is impacted by movement and settlement.

2.G.1.1 Recognize absolute and relative location of various settlements, territories, and states in the development of the American nation.

2.G.1.3 Interpret how the movement of people, goods, and ideas has impacted the regional development of America.

History

2.H.1 Understand how various people and events have shaped America.

2.H.1.1 Summarize contributions of various women, indigenous, religious, racial, and other various people and events minority groups that have impacted American history have shaped America

2.H.1.2 Explain ways in which various historical events have shaped American history.

Grade 3

Behavioral Sciences

3.B.1 Understand how values and beliefs of individuals and groups influence communities.

3.B.1.1 Explain how the values, beliefs, and cultures of various indigenous, religious, racial and other groups contribute to the development of local communities and the state.

3.B.1.2 Compare values, beliefs, cultural practices and traditions of various groups living in local and regional communities.

Geography

3.G.1 Understand how geography impacts the development of regions and

3.G.1.3 Explain how movement of goods, people, and ideas is impacted by the geography of a place or region.

History

3.G.1 Understand how various people and historical events have shaped local communities.

3.H.1.1 Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.

3.H.1.2 Explain the lasting impact historical events have had on local communities.

3.H.1.3 Use primary and secondary sources to compare multiple interpretations of various historical symbols and events in local communities.

Grade 4

Behavioral Sciences

4.B.1 Understand ways in which values and beliefs have influenced the development of North Carolina's identity as a state.

4.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of North Carolina.

4.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of North Carolina

Civics & Government

4.C&G.1 Understand the role of citizens in local and state government.

4.C&G.1.2 Summarize the ways in which women, indigenous, religious, and racial groups influence local and state government.

4.C&G.1.3 Differentiate between rights and responsibilities reflected in the North Carolina Constitution.

History

4.H.1 Understand the role of various people, events, and ideas in shaping North Carolina.

4.H.1.3 Explain the ways in which revolution, reform, and resistance have shaped North Carolina.

4.H.1.6 Explain the significance of historical symbols in North Carolina from various perspectives.

Summary of North Carolina State Standards Regarding Teaching about the Bible and Christianity

Grade 5

Behavioral Sciences

5.B.1 Understand ways in which values and beliefs have influenced the development of the United States.

5.B.1.1 Explain how traditions, social structure, and artistic expression have contributed to the unique identity of the United States.

5.B.1.2 Explain how the values and beliefs of various indigenous, religious, and racial groups have contributed to the development of American identity.

5.C&G.2 Understand the ways in which the federal government has protected individual rights of citizens.

5.C&G.2.1 Summarize the ways in which women, indigenous, religious, and racial groups use civic participation and advocacy to encourage government protection of rights.

5.C&G.2.2 Exemplify ways in which rights are protected under the United States Constitution.

History

5.H.1 Understand the role of various people, events, and ideas in shaping the United States.

5.H.1.6 Explain the significance of national symbols and traditions from various perspectives.

Grade 6

Behavioral Sciences

6.B.1 Understand ways in which culture influences civilizations.

6.B.1.1 Explain how religion, tradition, and cultural practice influence the development of civilizations and societies in Africa, Asia, Europe and the Americas.

6.B.1.2 Explain how artistic expressions reflect the values of civilizations the Americas.
in Africa, Asia, Europe and the Americas.

Civics and Government

6.C&G.1 Understand the purpose of government and authority.

6.C&G.1.5 Summarize the beliefs and practices that shaped power and authority in various civilizations, empires, and societies in Africa, Asia, Europe and the Americas.

Grade 7

Behavioral Sciences

7.B.1 Understand how individual and group values and beliefs have influenced various cultures.

7.B.1.1 Compare major elements of culture in various modern societies around the world.

7.B.1.2 Explain how values and beliefs affect human rights, justice, and equality for different groups of people.

Civics and Government

7.C&G.1 Analyze modern governmental systems in terms of conflict and change.

7.C&G.1.2 Distinguish how conflict between religious and secular thought and practice has contributed to change in government.

History

7.H.1 Evaluate historical and current events from a variety of perspectives.

7.H.1.2 Summarize the influence women, indigenous, racial, ethnic, political, and religious groups have had on historical events and current global issues.

Grade 8

Behavioral Sciences

8.B.1 Analyze the impact of group behavior on the development of North Carolina and the nation.

8.B.1.2 Explain how cultural values, practices and the interactions of various indigenous, religious, and racial groups have influenced the development of North Carolina and the nation.

Civics and Government

8.C&G.1 Understand how democratic principles have influenced the government structure and policies of North Carolina and the nation.

Summary of North Carolina State Standards Regarding Teaching about the Bible and Christianity

8.C&G.1.5 Compare access to democratic rights and freedoms of various indigenous, religious, racial, gender, ability and identity groups in North Carolina and the nation.

High School

American History

Civics and Government

AH.B.1 Evaluate American identity in terms of perspective, change, and continuity.

AH.B.1.1 Critique multiple perspectives of American identity in terms of American exceptionalism.

AH.B.1.5 Explain how various immigrant experiences have influenced American identity.

AH.B.2 Analyze the relationship of tradition and progress in terms of scientific, technological, intellectual and cultural development.

AH.B.2.2 Distinguish religious beliefs and human reasoning in terms of their influence on American society and culture.

Civics and Government

AH.C&G.1 Evaluate the relationship between the American people and the government in terms of freedom, equality, and power.

AH.C&G.1.1 Explain how various views on freedom and equality contributed to the development of American political thought and system of government.

AH.C&G.1.3 Explain how various individuals and groups strategized, organized, advocated and protested to expand or restrict freedom and equality.

Geography

AH.G.1 Understand how movement, settlement, and expansion influenced American development.

AH.G.1.1 Explain how environmental, technological, cultural, and economic factors influenced population distribution and patterns of migration and immigration.

AH.G.1.3 Explain the reasons for and effects of forced and voluntary migration on societies, individuals and groups over time.

AH.H.3 Analyze various turning points in American history in terms of perspective, causation, and change.

AH.H.3.2 Use historical empathy and contextualization to deconstruct multiple perspectives of individuals and groups within various turning points.

AH.H.3.3 Critique the extent to which economic, social, cultural, geographic, and political factors of various turning points changed the American historical narrative.

AH.H.3.4 Compare how competing historical narratives of various turning points portray individuals and groups including marginalized people.

World History

Behavioral Sciences

WH.B.1 Analyze how artistic, literary philosophical, technological, and scientific ideas have developed and shaped society and institutions.

WH.B.1.1 Deconstruct societies and institutions around the world in terms of the ways in which they were shaped by art, literature, philosophical thought, and religion, now and in the past.

WH.B.2.1 Explain how shared values and beliefs of a culture impact national, tribal, and group identity, now and in the past.

WH.B.2 Understand the concept of identity in historic and contemporary societies in terms of its development and impacts.

WH.B.2.2 Explain how competing religious, secular, racial, ethnic, and tribal group identities have impacted societies, now and in the past.

Summary of North Carolina State Standards Regarding Teaching about the Bible and Christianity

Civics and Government

WH.C&G.1 Analyze the relationship between various societies and government in terms of freedom, equality, and power.

WH.C&G.1.2 Distinguish ways in which religious and secular leaders and political systems have used power to sustain, expand, or restrict freedom and equality.

WH.C&G.1.3 Compare various revolutions, rebellions, and movements in terms of motive, consequence, and lasting impact on the freedom and equality of individuals and groups in society.

WH.C&G.1.4 Compare ways racial, ethnic, and religious groups around the world have demonstrated resistance and resilience to inequities, injustice, and restriction of freedoms, now and in the past.

Geography

WH.G.1 Understand how movement has influenced societies now and in the past.

WH.G.1.1 Explain the reasons for and effects of immigration, forced migration, slavery, and settlement on empires, societies, and indigenous populations around the world, now and in the past.

History

WH.H.1.1 Analyze historical events and issues in world history from a variety of perspectives.

WH.H.1.1 Distinguish key turning points in world history in terms of multiple causes and outcomes.

WH.H.1.2 Explain the impact the experiences and achievements of individuals and groups from various indigenous, racial, ethnic, tribal, political, and religious backgrounds have had on historical events and current global issues.

High School

(Passed by N.C. Session Law 2019-82, House Bill 924)

Founding Principles of the USA and North Carolina: Civic Literacy

Behavioral Sciences

CL.B.1 Understand how values, beliefs, and norms influence the American system of government.

CL.B.1.1 Explain how values and beliefs influence the creation and implementation of public policy and laws

CL.B.1.3 Explain how the values and beliefs regarding freedom, equality, and justice have helped transform the American system of government.

Civics and Government

CL.C&G.2 Analyze the roles of the branches of government at the federal, state, and local levels.

CL.C&G.2.1 Compare how national, state, and local governments maintain order, security, and protect individual rights.

CL.C&G.2.4 Compare the federal government of the United States to various types of government around the world in terms of balancing security and the protection of rights.

CL.C&G.4 Analyze how the judicial, legal, and political systems of the United States and North Carolina embody the founding principles of government.

CL.C&G.4.1 Differentiate the judicial systems of the United States and North Carolina in terms of structure, jurisdiction, and how each provides for equal protection.

CL.C&G.4.4 Assess how effective the American system of government has been in ensuring freedom, equality, and justice for all.

CL.C&G.4.5 Summarize the importance of both the right to due process of law and the individual rights established in the Bill of Rights in the American legal system.

CL.C&G.4.6 Critique the extent to which women, indigenous, religious, racial, ability, and identity groups have had access to justice as established in the founding principles of government.

Geography

CL.G.1 Understand the role geography plays in civic participation, legislation, and public policy.

CL.G.1.1 Explain how views on freedom and equality influence legislation and public policy on issues of immigration, migration, and the environment.

Summary of North Carolina State Standards Regarding Teaching about the Bible and Christianity

History

CL.H.1 Understand how individual rights and the American system of government have evolved over time.

CL.H.1.1 Explain how the tensions over power and authority led the founding fathers to develop a democratic republic.

CL.H.1.2 Compare competing narratives of the historical development of the United States and North Carolina in terms of how each depicts race, women, tribes, identity, ability, and religious groups.

CL.H.1.3 Interpret historical and current perspectives on the evolution of individual rights in America over time, including women, tribal, racial, religious, identity, and ability.

CL.H.1.5 Explain how the experiences and achievements of minorities and marginalized peoples have contributed to the protection of individual rights and “equality and justice for all” over time.

NORTH CAROLINA STATE LAWS-----

Chapter 115C - Elementary and Secondary Education

Article 8. General Education

§115C-81 Basic Education Program

(g) Civic Literacy

(1) The State Board of Education shall require during the high school years the teaching of a semester course that includes instruction in the following Founding Principles of the United States of America and the State of North Carolina: **a.** The Creator-endowed inalienable rights of the people...

(3a) Local boards of education shall allow and may encourage any public school teacher or administrator to read or post in a public school building, classroom, or event, excerpts or portions of writings, documents, and records that reflect the history of the United States, including, but not limited to, (i) the preamble to the North Carolina Constitution, (ii) the Declaration of Independence, (iii) the United States Constitution, (iv) the Mayflower Compact, (v) the national motto, (vi) the National Anthem, (vii) the Pledge of Allegiance, (viii) the writings, speeches, documents, and proclamations of the founding fathers and Presidents of the United States, (ix) decisions of the Supreme Court of the United States, and (x) acts of the Congress of the United States, including the published text of the Congressional Record. Local boards, superintendents, principals, and supervisors shall not allow content-based censorship of American history in the public schools of this State, including religious references in these writings, documents, and records...

(3b) A local school administrative unit may display on real property controlled by that local school administrative unit documents and objects of historical significance that have formed and influenced the United States legal or governmental system and that exemplify the development of the rule of law, such as the Magna Carta, the Mecklenburg Declaration, the Ten Commandments, the Justinian Code, and documents set out in subdivision (3a) of this subsection. This display may include, but shall not be limited to, documents that contain words associated with a religion; provided however, no display shall seek to establish or promote religion or to persuade any person to embrace a particular religion, denomination of a religion, or other philosophy. The display of a document containing words associated with a religion shall be in the same manner and appearance generally as other documents and objects displayed and shall not be presented or displayed in any fashion that results in calling attention to it apart from the other displayed documents and objects. The display also shall be accompanied by a prominent sign quoting the First Amendment of the United States Constitution as follows: "Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

Chapter 115C - Elementary and Secondary Education

Article 29D - Student Prayer and Religious Activity

§115C - 407.30 Student rights to engage in prayer and religious activity

(a) A student shall be permitted to voluntarily do any of the following:

Summary of North Carolina State Standards Regarding Teaching about the Bible and Christianity

- (1) Pray, either silently or audibly and alone or with other students, to the same extent and under the same circumstances as a student is permitted to vocally or silently reflect, meditate, or speak on nonreligious matters alone or with other students in public schools.
- (2) Express religious viewpoints in a public school to the same extent and under the same circumstances as a student is permitted to express viewpoints on nonreligious topics or subjects in the school.
- (3) Speak to and attempt to share religious viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share nonreligious viewpoints with other students.
- (4) Possess or distribute religious literature in a public school, subject to reasonable time, place, and manner restrictions, to the same extent and under the same circumstances as a student is permitted to possess or distribute literature on nonreligious topics or subjects in the school.
- (5) Organize prayer groups, religious clubs, "see you at the pole" gatherings, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the students' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce meetings of the groups, the school district shall not discriminate against groups that meet for prayer or other religious speech. A local board of education and local school administrative unit may disclaim school sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in prayer or religious speech.
- (6) Express beliefs about religion in homework, artwork, and other written or oral assignments free from discrimination based on the religious content of the submission. Homework and classroom assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the local board of education. A student shall not be penalized or rewarded based on the religious content of the student's work.

(b) A student may be prohibited from engaging in the actions provided in subsection (a) of this section if the actions of the student would do any of the following:

- (1) Infringe on the rights of the school to (i) maintain order and discipline, (ii) prevent disruption of the educational process, and (iii) determine educational curriculum and assignments.
- (2) Harass other persons or coerce other students to participate in the activity.
- (3) Otherwise infringe on the rights of other persons. (2014-13, s. 1.)

Chapter 115C - Elementary and Secondary Education

Article 5 - Local Boards of Education

§115C-47 - Powers and duties generally

(29) To authorize the observance of a moment of silence

To afford students and teachers a moment of quiet reflection at the beginning of each day in the public schools, to create a boundary between school time and non-school time, and to set a tone of decorum in the classroom that will be conducive to discipline and learning, each local board of education may adopt a policy to authorize the observance of a moment of silence at the commencement of the first class of each day in all grades in the public schools. Such a policy shall provide that the teacher in charge of the room in which each class is held may announce that a period of silence not to exceed one minute in duration shall be observed and that during that period silence shall be maintained and no one may engage in any other activities. Such period of silence shall be totally and completely unstructured and free of guidance or influence of any kind from any sources.

(29a) To require the display of the United States and North Carolina Flags, and to require the recitation of the Pledge of Allegiance

Local boards of education shall adopt policies to (i) require the display of the United States and North Carolina flags in each classroom, when available, (ii) require that recitation of the Pledge of Allegiance be scheduled on a daily basis, and (iii) provide age-appropriate instruction on the meaning and historical origins of the flag and the Pledge of

Summary of North Carolina State Standards Regarding Teaching about the Bible and Christianity

Allegiance. These policies shall not compel any person to stand, salute the flag, or recite the Pledge of Allegiance. If flags are donated or are otherwise available, flags shall be displayed in each classroom.

North Carolina State Constitution Preamble

We, the people of the State of North Carolina, grateful to Almighty God, the Sovereign Ruler of Nations, for the preservation of the American Union and the existence of our civil, political and religious liberties, and acknowledging our dependence upon Him for the continuance of those blessings to us and our posterity, do, for the more certain security thereof and for the better government of this State, ordain and establish this Constitution.

Social Studies Preamble (by NC Superintendent of Public Instruction, Catherine Truitt 2021)

The word “history” has its roots in the ancient Greek verb *historia*, which meant the act of seeking knowledge (Oxford English Dictionary). A more modern way to describe the discipline of History is the study of imperfect choices across the ages that requires knowledge of facts, dates, names, places, events, and ideas. It also requires students to engage in questioning, research, and discussion so that as young adults, they can examine a historical record for themselves and support their views.

Students in North Carolina public schools study history throughout the entirety of their public-school experience. While the public at large might not agree as to *why* it’s important that students learn geography, civics, and history, the North Carolina State Board of Education believes that our collective social studies reflect the nation’s diversity and that the successes, contributions, and struggles of multiple groups and individuals should be included. This means teaching the hard truths of Native American oppression, anti-Catholicism, exploitation of child labor, and Jim Crow to name a few, while simultaneously teaching that the US Constitution created the world’s first organized democracy since ancient Rome and that than 90 years into our country’s history, President Lincoln ended the United States’ participation in what had been more than 9,000 years of legalized slavery and human bondage in most standards most parts of the world.

However, it is important to remember that history itself doesn’t provide the sole explanation for why we have injustices, racism, and discrimination today, be they institutionalized or localized. Our human failings have at times taken the form of racism, xenophobia, nativism, extremism, and isolationism. We need to study history in order to understand how these situations developed, the harmful impact they caused, and the forces and actors that sometimes helped us move beyond these outcomes. In the words of former Secretary of State Condoleezza Rice, the Constitution is the very document that the likes of Thurgood Marshall used to bring systemic change to our country.

In practice, these standards represent the framework around which teachers will devise their students’ day-to-day classroom experiences with social studies and history. They are not a curriculum and do not limit individual teachers’ or district decisions about what historical events to explore. The Department of Public Instruction will prepare and share a wealth of support resources for teachers to reference as they plan the best ways to engage students with the standards. The supporting resources will include potential primary and secondary sources, topics, people, events, and timelines to be considered.

In his 1954 sermon “The Death of Evil upon the Seashore” delivered at the Service of Prayer and Thanksgiving in New York City, Martin Luther King, Jr. declared that “the whole history of life is the history of a struggle between good and evil” and that “in the midst of the upward climb of goodness there is the down pull of evil.” It is in this spirit that we offer these standards. Let us study the past such that all students can celebrate our achievements towards a more perfect union while acknowledging that the sins of our past still linger in the everyday lives of many. Let us study the past so we can understand where it might lead us today.

Summary of North Dakota State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2019 North Dakota State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.dpi.state.nd.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

North Dakota English Language Arts & Literacy Content Standards 2017

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is reimagined or made new.

Writing Standards – Research to Build and Present Knowledge

Grade 8

W.9 Incorporate evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature. (e.g., Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is reimagined or made new.)

Social Studies

Civics & Government

Grades K – 2

C.K_2.4 Describe the core values represented by symbols of the United States.

Guiding Questions: What are symbols? Who uses symbols? Why are symbols important?

C.K_2.6 Describe important rights and responsibilities of citizens/residents.

Guiding Questions: How can you help others? (e.g., food drive, new student welcoming, charitable giving)

Grades 3 – 5

C.3_5.2 Describe the structure of government and how it functions to serve citizens/residents. (e.g., Constitution, Amendments, government leaders).

C.3_5.4 Explain the importance of the basic principles that provide the foundation of the American system of government (e.g., symbols, patriotic traditions, values of liberty ...).

Guiding Questions: What are symbols? Who uses symbols? Why are symbols important?

Geography

Grades 3 – 5

G.3_5.8 Analyze patterns of human settlement in North America.

Guiding Questions: Describe the exchange of ideas, culture, and goods between Native Americans and the first European settlers and how that impacts life today

History

Grades K – 2

H.K_2.2 Describe national holidays or days of observance in the United States and explain the reason they are celebrated.

Examples of holidays: Martin Luther King Day... Thanksgiving Day

H.K_2.5 Explain how individuals and groups have made significant historical changes.

Examples: How have people impacted the history of the city, state, or country?

Examples of individuals and groups: Founding fathers

Summary of North Dakota State Standards Regarding Teaching about the Bible and Christianity

Grades 3 – 5

H.3_5.4 Analyze national holidays or days of observance in the United States and explain how they impact culture.

Examples of holidays: Martin Luther King Day... Thanksgiving Day

H.3_5.8 Explain how individuals contributed to the United States throughout different historical eras using primary and secondary sources.

Examples: How have people impacted the history of the city, state, or country?

Examples of individuals and groups: Founding fathers

Grades 6 – 12

Civics & Government

C.6_12.1 Explain the historical and philosophical foundations of government.

C.6_12.1.1 Evaluate the thoughts of major political philosophers.

Examples: Natural Rights Philosophy, Classical Republicanism

C.6_12.1.2 Explain the influence of British and colonial history on early United States.

Examples: Magna Carta, English Bill of Rights, Petition of Right, Mayflower Compact, formation of colonial governments, deterioration of relations with Great Britain

C.6_12.1.3 Evaluate the creation and impact of primary sources on political thought in the United States.

Examples: Magna Carta, English Bill of Rights, Petition of Right, Mayflower Compact, Declaration of Independence, Articles of Confederation, Federalist Papers, Anti-Federalist Papers, Virginia and New Jersey Plans, the Great Compromise, Constitution, the Bill of Rights

C.6_12.3 Describe the rights and liberties of individuals.

C.6_12.3.1 Describe and examine the amendments to the United States Constitution and their application in the United States.

Examples: Bill of Rights

Geography

G.6_12.3 Analyze the unifying physical and human characteristics of a region and their formal and informal boundaries.

G.6_12.3.1 Describe the differences and similarities among cultures around the world.

Examples: Differences and similarities in the following languages, religions, ethnic groups ... social activities, cultural traditions...

United States History

Era 1: Creation and Foundation of United States Government (1754-1814)

US.6_12.1 - 6.E1.2 Explain the development of early United States government

Examples: Articles of Confederation, United States Constitution, Federalist Papers... Bill of Rights

Era 2: Growth and Division in the Union (1814-1877)

US.6_12.1 - 6.E2.1 Analyze the impacts of social, religious, and/or cultural movements.

World History

Era 2: Middle Ages and the Renaissance

WH.6_12.1 - 6.E2.2 Explain how the relationship between religious and political bodies impacted the social, cultural, or economic developments of individuals.

WH.6_12.1 - 6.E2.3 Explain the emergence of cultural interaction between Europe and other civilizations

Examples: ... importance of Christianity in Europe, monasteries preserving classical texts, differences between Medieval and Renaissance culture

WH.6_12.1 - 6.E3.1 Explain the causes and global effects of religious division.

Examples: Protestant Reformation, Catholic Counter-Reformation ... 95 Theses...

Sociology

Domain 2: Social Structure

Summary of North Dakota State Standards Regarding Teaching about the Bible and Christianity

SOC.6_12.1-2.D2.1 Define and provide examples of culture.

Examples: values and beliefs

SOC.6_12.1-2.D2.2 Explain the relationship between culture and society.

Examples: Family, school, government, religion...

SOC.6_12.1-2.D2.3 Explain important institutions in society.

NORTH DAKOTA STATE LAWS

§15.1-06-17.1. Religious objects or documents - Display

A religious object or document of cultural, legal, or historical significance which has influenced the legal and governmental systems of the United States and this state may be displayed in a public school building together with other objects or documents of cultural, legal, or historical significance, which have influenced the legal and governmental systems of the United States and this state. The display of a religious object or document under this section must be in the same manner and appearance generally as other objects and documents displayed and may not be presented or displayed in any fashion that results in calling attention to the religious object or document apart from the other displayed objects or documents. A school board shall develop a policy for the proper display of any religious objects or documents.

§15.1-06-17.2. National Motto - Display in Schools

The motto of the United States of America "IN GOD WE TRUST" may be displayed in each public school.

§15.1-19-03.1. Recitation of prayer - Period of silence - Pledge of allegiance

1. A student may voluntarily pray aloud or participate in religious speech at any time before, during, or after the school day to the same extent a student may voluntarily speak or participate in secular speech.
2. A student of a public or nonpublic school may not be prohibited from voluntarily participating in any student-initiated prayer at an activity held on the premises of a public or nonpublic school.
3. A school board, school administrator, or teacher may not impose any restriction on the time, place, manner, or location of any student-initiated religious speech or prayer, which exceeds the restriction, imposed on students' secular speech.
4. A school board may, by resolution, allow a classroom teacher to impose up to one minute of silence for meditation, reflection, or prayer at the beginning of each school day.
5. A school board may authorize the voluntary recitation of the pledge of allegiance by a teacher or one or more students at the beginning of each school day. A student may not be required to recite the pledge of allegiance, stand during the recitation of the pledge of allegiance, or salute the American flag.

§15.1-19-04. Religious Instruction - Excuse of student

At the request of a student's parent or guardian, the student's school principal shall permit a student to be excused for up to one hour each week in order to obtain religious instruction.

North Dakota Constitution Preamble

We, the people of North Dakota, grateful to Almighty God for the blessings of civil and religious liberty, do ordain and establish this constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Ohio State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.ode.state.oh.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Ohio English Language Arts Standards 2017

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and *The Epic of Gilgamesh*, including describing how the material is rendered new.

Grades 9 – 10

RL.9 - 10.9 Analyze how an author alludes to and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

RI.9 - 10.9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge – Integration of Knowledge and Ideas

Grade 8

8.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction alludes to themes, patterns of events, or character types from myths, traditional stories, and religious literary texts, such as (but not limited to) the Bible and The Epic of Gilgamesh, including describing how the material is rendered new").

Grades 9 – 10

W.9 - 10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author alludes to and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]")

Social Studies

Kindergarten

History – *Heritage*

3. Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.

Content Elaboration: Heritage includes the ideas and events from the past that have shaped the world as it is today. Evidence of heritage is revealed through diverse cultures and is shown through the arts, customs, traditions, family celebrations, and languages of groups of people. Children have opportunities to share family customs, traditions, and celebrations to develop cultural awareness. Children can talk about the significance of family celebrations and why they are important.

Expectations for Learning: Explain with words and/or pictures the art, customs, traditions, family celebrations, and languages that reflect diverse cultural heritage.

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

4. Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.

Expectations for Learning: *Identify the American flag as a symbol of the United States and the Pledge of Allegiance and the National Anthem as practices of the United States.*

Grade 1

Geography – Human Systems

7. Diverse cultural practices address basic human needs in various ways and may change over time.

Content Elaboration: *Culture is the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions, and organizations, ... Basic human needs of food, clothing, shelter, language, and artistic expression are met in a variety of ways that are shaped by the culture.*

Government – Civic Participation and Skills

9. Collaboration requires group members to respect the rights and opinions of others.

Expectations for Learning: *Collaborate in a way that demonstrates respect for the rights and opinions of others.*

Grade 2

History – Heritage

4. Biographies can show how peoples' actions have shaped the world in which we live.

Expectations for Learning: *Summarize information from a biography to describe how the actions of individuals have impacted the world today.*

Geography – Places and Regions

6. The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.

Content Elaborations: *The human and physical characteristics of places impact the work that people do. ... Human characteristics include language, religion, and population.*

Geography – Human Systems

8. Cultures develop in unique ways, in part through the influence of the physical environment.

Content Elaborations: *Culture is the learned behavior of a group of people, which includes their belief systems, language, social relationships, institutions and organizations.*

9. Interactions among cultures lead to sharing ways of life.

Content Elaborations: *As the world becomes increasingly interdependent, cultural groups have greater contact with each other, allowing them to share their ways of life through food, language, and customs....*

Expectations for Learning: *Describe examples of cultural sharing with respect to food, language, and customs.*

Grade 3

History – Heritage

3. Local communities change over time.

Content Elaborations: *As students examine primary and secondary sources from the local community, they begin to understand the concept of change over time. Change may be observed in: ... education; ... religion; and recreation.*

Geography – Human Systems

8. Communities may include diverse cultural groups.

Content Elaborations: *A cultural group is a group of people who share one or more unique characteristics such as race, national origin, or ethnicity. Communities are characterized by varying levels of diversity.*

Diversity can be explored through cultural practices including artistic expression, religion, language, and food.

Expectations for Learning: *Compare cultural products and practices of different groups who live in the local community.*

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

Grade 4

Geography – *Human Systems*

13. The population of the United States has changed over time, becoming more diverse (e.g., racial, ethnic, linguistic, religious)

Content Elaborations: *There are many factors that cause this immigration and migration. Push factors are reasons that people move away from a place. Pull factors are reasons that people move to a new place. Push and pull factors may include: ... religious and political freedoms.*

Expectations for Learning: *Explain that Ohio's population is increasingly reflective of the cultural diversity of the United States.*

Government – *Civic Participation and Skills*

15. Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.

Content Elaborations: *Students examine the role of citizens and the opportunities citizens have to participate in and influence their state and national governments and understand the rights of citizenship. They understand that citizens have personal responsibilities such as taking advantage of the opportunity to be educated. Citizens also have civic responsibilities. Citizens have an obligation to uphold both the Ohio and U.S. Constitutions. Citizens' roles and opportunities to participate include: ... performing voluntary service. Rights of citizenship include: freedom of religion, speech, and press; right of petition; and right of assembly.*

Expectations for Learning: *Explain the rights and responsibilities of citizens in a democratic government.*

Government – *Rules and Laws*

17. Laws can protect rights, provide benefits and assign responsibilities.

Content Elaborations: *Laws in a democratic society establish rule and order. Laws are established by governments to protect rights. Some of these rights include: religion; speech; press; petition; and assembly. Benefits provided to citizens by laws include: providing order in daily life (traffic laws); protecting property (outlawing theft); providing public education (school laws); and protecting rights (freedom of speech).*

Expectations for Learning: *Describe ways in which laws protect rights, provide benefits, and assign responsibilities to citizens.*

18. The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.

Content Elaborations: *The U.S. Constitution was created and provided a government with limited powers and protections for the rights of citizens. It established the right of citizens to choose representatives and decide issues through the process of voting. The First Amendment guarantees five rights: freedom of speech; freedom of religion; freedom of press; freedom of petition; and freedom of assembly.*

Expectations for Learning: *Describe how the U.S. Constitution protects the rights of citizens through the First Amendment.*

Grade 5

History – *Heritage*

3. European exploration and colonization during the 1400s -1600s had lasting effects which can be used to understand the Western Hemisphere today.

Content Elaborations: *Lasting effects of European exploration and colonization during the 1400s-1600s can be seen today in the cultural practices and products of the Western Hemisphere. Examples of the impact of European exploration of colonization include... religions (e.g., Catholicism, Protestantism);... Students at this level acquire a fundamental understanding of the influence of exploration and colonization as seen today.*

Expectations for Learning: *Describe lasting effects of European exploration and colonization during the 1400s-1600s on the cultural practices and products of the Western Hemisphere.*

Geography – *Places and Regions*

6. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

Content Elaborations: Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics... Culture is the learned behavior of people, including belief systems and languages.

Expectations for Learning: Identify and describe regions within the Western Hemisphere using criteria related to landform, climate, population, culture, and economics.

Geography – Human systems

9. Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere and results in diversity.

Content Elaborations: People, products, and ideas move from place to place in the Western Hemisphere for political, environmental, social, and economic reasons. Political factors include changes in political leadership and citizen rights. Social factors include: discrimination; intolerance; and religious freedom.

Expectations for Learning: Explain political, environmental, social, and economic factors that cause the movement of people, products, and ideas in the Western Hemisphere.

10. The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.

Content Elaborations: Culture describes the learned behavior of a selected group including: belief systems; Students understand this diversity through an examination of various cultural groups in the Western Hemisphere including... belief systems; artistic expressions; and food.

Expectations for Learning: Describe the cultural diversity of the Western Hemisphere as evidenced by artistic expression, language, religion, and food.

Grade 6

History – Early Civilizations

2. Early civilizations (India, Egypt, China and Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.

Content Elaborations: While the early river civilizations in India, Egypt, China, and Mesopotamia reflected the common features of civilization, each one developed unique attributes... Religion: Early civilizations also developed religious beliefs to help explain the world around them.

Expectations for Learning: Compare the six cultural practices and products of the early civilizations. Identify the enduring influences of the six cultural practices and products on cultures today.

Geography – Places and Regions

5. Regions can be determined, classified and compared using data related to various criteria including landform, climate, population, and cultural and economic characteristics.

Content Elaborations: Regions are human constructs used to identify and organize areas of Earth's surface based upon shared characteristics. Regions can be determined based upon various criteria including.... Culture is the learned behavior of people, including belief systems and languages.

Geography – Human systems

8. Diffusion of agricultural practices and products, technology, cultural practices and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.

Content Elaborations: Diffusion can be defined as the spread of people, ideas, technology, and products among places. As systems of trade and transportation developed, people traveled and migrated across continents, spreading their... cultural practice These practices and products from the river civilizations can be found in modern society. Religion is a key example of the diffusion of cultural practices and products. Students should be familiar with and able to identify: the geographic origins; founding leaders; and basic teachings. The five major world religions include: ... Christianity ... and Judaism.

Expectations for Learning: Explain how diffusion has influenced modern cultural practices and products in the Eastern Hemisphere. Describe the influence of religious diffusion in the modern world.

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

Grade 7

History – *Early Civilizations*

2. The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.

Content Elaborations: *The legacy of ancient Greece and Rome is embedded in Western culture. The ideas on governance and law were impacted by the concepts of citizenship and democracy that originated in Ancient Greece and Ancient Rome... The spread of Christianity was aided by the network of roads built by the Romans. Although Christians were persecuted for centuries by the Romans; it eventually became the official religion of the empire.*

Expectations for Learning: *Cite examples and explain the enduring impact that Ancient Greece and Ancient Rome had on later civilizations.*

History – *Feudalism and Transitions*

7. The Reformation introduced changes in religion including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.

Content Elaborations: *The Reformation was an outgrowth of the Renaissance. It was a period in the 16th and 17th centuries that led to the decline in the political power and social influence of the Roman Catholic Church. The Reformation began in Germany and was an attempt to bring reform to some of the policies and doctrines of the Roman Catholic Church (e.g., use of indulgences, practice of nepotism). Reform efforts were met with resistance from the Roman Catholic Church and led to the creation of a new Protestant denomination (Lutheran). Soon, other Protestant denominations developed across Europe over different issues and under different circumstances (e.g., Anglican, Presbyterian, Anabaptists).*

Expectations for Learning: *Analyze how the rise of Protestant faiths during the Reformation resulted in the decline of the political power and social influence of the Roman Catholic Church.*

History – *First Global Age*

10. European economic and cultural influence dramatically increased through explorations, conquests and colonization.

Content Elaborations: *The Europeans transformed the cultures of their new territories by establishing similar European governmental structures, converting the indigenous people to Christianity, and introducing their languages and technology. They also weakened and supplanted established cultures.*

Expectations for Learning: *Analyze the impact of explorations, conquests, and colonization on European nations*

Geography – *Human Systems*

14. Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, ... and major world religions (... Christianity... and Judaism) that impacted the Eastern Hemisphere.

Content Elaborations: *Trade routes connecting Africa, Asia and Europe not only provided an exchange of technology, but also helped spread religious ideas. Christianity spread into Europe from the Middle East along the trade routes established by the Roman Empire, mainly through the network of roads built by the Romans... Judaism spread mostly because its followers were dispersed to areas controlled by the Roman Empire (Middle East, Europe, and North Africa).*

Expectations for Learning: *Explain how trade routes connecting Africa, Europe, and Asia fostered the spread of technology and major world religions.*

15. Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.

Content Elaborations: *Cultural diffusion is the spread of the traits, ideas, and products of a culture. Diffusion has increased over time with improvements in transportation, communication, and technology. Examples of cultural diffusion include: the roads built by the Romans allowed for the spread of Christianity; the invention of the astrolabe and magnetic compass plus improvements in shipbuilding allowed for the exploration of new lands; the inventions of paper and the printing press both led to mass productions of maps, pamphlets and books; and the printing of the Bible hastened the Protestant Reformation.*

Expectations for Learning: *Identify examples of improvements in transportation, communication, and technology and explain how they have facilitated cultural diffusion among peoples around the world.*

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

Grade 8

History – *Colonization to Independence*

2. North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.

Content Elaborations: Religious reasons for Europeans coming to North America include escaping persecution, creating religious sanctuaries, and converting American Indians to Christianity.

Expectations for Learning: Explain the economic and religious reasons for the exploration and colonization of North America by Europeans.

Government – *Roles and Systems of Government*

23. The U.S. Constitution protects citizens' rights by limiting the powers of government.

Content Elaborations: The U.S. Constitution including the Bill of Rights, protects the rights of citizens by placing limits on the powers of the government. The federal government, for example, is prohibited from infringing on the freedoms of speech, press, religion, assembly, and petition.

Expectations for Learning: Evaluate how the U.S. Constitution protects citizens' rights by limiting the powers of government.

High School

American History – *Founding Documents*

4. The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.

Content Elaborations: The Declaration of Independence was written to express the ideals that Americans believed government should be founded on. These ideals, embodied in individual and civil liberties, include: unalienable rights; consent of the people; equality of rights for all citizens; and responsibility of the government to protect the rights of its citizens.

Expectations for Learning: Explain the unalienable rights found in the Declaration of Independence as they apply to individual rights, marginalized groups, and the changing role of government.

5. The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.

Content Elaborations: The Northwest Ordinance established precedents that included: public education ("schools and the means of education") to be encouraged; the establishment of civil liberties (e.g., religious liberty, right to trial by jury, writ of habeas corpus);

Expectations for Learning: Explain the precedents for governing the United States that were established by the Northwest Ordinance.

6. The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.

Content Elaborations: The U.S. Constitution defined the relationship between the people and their government by: limiting government to protect individual and civil liberties; ensuring people have a role in electing government representatives; and guaranteeing power from the consent of the people.

Expectations for Learning: Explain how the U.S. Constitution establishes a limited government that protects the rights of the people.

7. The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.

Content Elaborations: One of the key issues in the debate over the ratification of the Constitution concerned individual rights. Anti-Federalist arguments regarding the lack of protections of individual liberties led to the introduction and eventual ratification of the Bill of Rights, which included: • freedom of speech, press, assembly, petition, religion; ...

Expectations for Learning: Explain how the Federalist and Anti-Federalist debates led to the adoption of the Bill of Rights.

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

American Government – *Basic Principles of the U.S. Constitution*

8. The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.

Content Elaborations: *The protection of civil liberties and limits on the federal government found in the Bill of Rights include, but are not limited to: • freedoms guaranteed by the First Amendment: religion, assembly, press, petition, speech; ...*

Expectations for Learning: *Apply the protections of the Bill of Rights in a given scenario.*

American Government – *Role of the People*

14. In the United States, people have rights that protect them from undue governmental interference.

Rights carry responsibilities that help define how people use their rights and that require respect for the rights of others.

Content Elaborations: *People in the United States have claims to protection from government intrusion in certain aspects of their lives. These claims are called rights. The federal Bill of Rights not only enumerates many rights but alludes to other unstated rights. Many of the rights held by American citizens protect the ability to participate in the political process, such as speech, press, assembly, petition, suffrage, and hold public office.*

Expectations for Learning: *Explain how the fulfillment of civic responsibilities is related to the exercise of rights in the United States.*

Modern World History – *Age of Enlightenment (1600-1800)*

4. The Scientific Revolution impacted religious, political, and cultural institutions by challenging how people viewed the world.

Content Elaborations: *The Scientific Revolution marked a shift from the perception that truth is revealed solely through the Bible and the Church to the perception that truth could be learned through experience and investigation. The Scientific Revolution served as the turning point for established ideologies leading to the Enlightenment.*

Expectations for Learning: *Describe the causes and effects of the Scientific Revolution.*

World Geography – *Environment and Society*

7. Human interaction with the environment is affected by cultural characteristics (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).

Content Elaborations: *Religious beliefs and farming techniques are cultural characteristics that help determine how humans interact with the environment.*

Expectations for Learning: *Explain and provide examples of how cultural characteristics and technological resources influence human interaction with the environment.*

World Geography – *Region*

11. Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).

Content Elaborations: *Regions are spatial concepts with boundaries and characteristics determined by the application of sets of specific criteria. These regions help observers organize the complexities of the Earth's surface based on physical and human characteristics. There are three basic types of regions ... Perceptual – a region based upon people's shared identifications and attitudes about an area (e.g., the Bible Belt...).*

Expectations for Learning: *Examine select regions to categorize the types of regions and determine the criteria used to determine each region.*

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

OHIO STATE LAWS-----

§3313.601 Moment of Silence

The board of education of each school district may provide for a moment of silence each school day for prayer, reflection, or meditation upon a moral, philosophical, or patriotic theme. No board of education, school, or employee of the school district shall require a pupil to participate in a moment of silence provided for pursuant to this section. No board of education shall prohibit a classroom teacher from providing in the teacher's classroom reasonable periods of time for activities of a moral, philosophical, or patriotic theme. No pupil shall be required to participate in such activities if they are contrary to the religious convictions of the pupil or the pupil's parents or guardians. No board of education of a school district shall adopt any policy or rule respecting or promoting an establishment of religion or prohibiting any pupil from the free, individual, and voluntary exercise or expression of the pupil's religious beliefs in any primary or secondary school. The board of education may limit the exercise or expression of the pupil's religious beliefs as described in this section to lunch periods or other non-instructional time periods when pupils are free to associate. *(Effective Date: 8/1/2002)*

§3313.801 Display of United States and Ohio mottoes

(A) Except as provided in division **(B)** of this section, if a copy of the official motto of the United States of America "In God We Trust" or the official motto of Ohio "With God, All Things Are Possible" is donated to any school district, or if money is donated to the district specifically for the purpose of purchasing such material, the board of education of the school district shall accept the donation and display the motto in an appropriate manner in a classroom, auditorium, or cafeteria of a school building in the district **(B)** In lieu of complying with division **(A)** of this section, the board of education of any school district may adopt, by a majority vote of its membership, a resolution describing appropriate design requirements for copies of the official mottoes of the United States of America and Ohio that are different from the design requirements described in divisions **(A)(1)** to **(4)** of this section. If a copy of the official motto of the United States of America or Ohio that meets the design requirements described in the board's resolution is donated to the district, or if money is donated to the district specifically for the purpose of purchasing such material, the board shall accept the donation and display the motto in an appropriate manner in a classroom, auditorium, or cafeteria of a school building in the district. *(Effective Date: 10/1/-2006)*

§3313.602 Pledge of Allegiance

(A) The board of education of each city, local, exempted village, and joint vocational school district shall adopt a policy specifying whether or not oral recitation of the pledge of allegiance to the flag shall be a part of the school's program and, if so, establishing a time and manner for the recitation. However, no board of education shall prohibit a classroom teacher from providing in the teacher's classroom reasonable periods of time for the oral recitation of the pledge of allegiance to the flag. The policy adopted under this division, and a teacher who includes recitation of the pledge in the classroom, shall not require any student to participate in the recitation and shall prohibit the intimidation of any student by other students or staff aimed at coercing participation. **(C)** Each city, local, exempted village, and joint vocational school board shall adopt policies that encourage all certificated and non-certificated employees to be cognizant of their roles in instilling ethical principles and democratic ideals in all district pupils. *(Amended by 128th General Assembly File No. 9, HB 1, § 101.01, eff. 10/16/2009 Effective Date: 8/1/2002)*

Summary of Ohio State Standards Regarding Teaching about the Bible and Christianity

Ohio Constitution Preamble

We, the people of the State of Ohio, grateful to Almighty God for our freedom, to secure its blessings and promote our common welfare, do establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

<https://www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html>

Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state. *<<https://ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx>>*

Summary of Oklahoma State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2012 Oklahoma State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.ok.gov/sde. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Social Studies

Pre-Kindergarten

Citizenship Literacy

Standard 1: The student will exhibit traits of good citizenship.

2. Identify the United States Flag as a symbol of the country including the learning of *The Pledge of Allegiance* and practicing appropriate flag etiquette.

Geography Literacy

Standard 3: The student will demonstrate knowledge of basic physical and human geographic concepts.

4. Describe family customs and traditions as basic elements of culture

History Literacy

Standard 4: The student will understand that history relates to events and people of other times and places.

1. Recognize that commemorative holidays honor people and events of the past including Columbus Day, Veterans Day, Thanksgiving Day, Washington's Birthday, and Independence Day.

2. Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

Kindergarten

Civics Citizenship Literacy

Standard 1: The student will exhibit traits of good citizenship.

2. Identify the United States Flag as a symbol of the country including learning *The Pledge of Allegiance* and practicing appropriate flag etiquette.

Geography Literacy

Standard 3: The student will demonstrate knowledge of basic physical and human geographic concepts.

4. Describe family customs and traditions as basic elements of culture.

History Literacy

Standard 4: The student will understand that history relates to events and people of other times and places.

1. Recognize that commemorative holidays honor people and events of the past including Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Flag Day, and Independence Day.

2. Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

Grade 1

Citizenship Literacy

Standard 1: The student will analyze his/her role as a citizen in a community.

2. Participate in patriotic traditions including the recitation of *The Pledge of Allegiance*, the singing of *My Country 'Tis of Thee*, and demonstration of appropriate flag etiquette and proper behavior during the playing of the national anthem.

3. Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, and the Liberty Bell.

5. Describe relationships between people and events of the past, which are commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday...

Summary of Oklahoma State Standards Regarding Teaching about the Bible and Christianity

History Literacy

Standard 4: The student will examine important events and historic figures in the nation's past.

2. Participate in shared research using biographies and informational text the contributions of historic figures in American history including Squanto, the Pilgrims, ...
3. Identify the significance of historic places and monuments and describe their connection to real events of the past including the Plymouth Plantation, Mount Vernon, Washington Monument, Lincoln Memorial.

Grade 2

Citizenship Literacy

Standard 1: The student will explain the importance of the basic principles that provide the foundation of the American system of government.

3. Identify important American symbols and explain their meanings including United States Flag, the Bald Eagle, the Statue of Liberty, Lady Justice, and the Liberty Bell.
4. Participate in patriotic traditions including the recitation of *The Pledge of Allegiance* and singing of *The Star-Spangled Banner* and demonstrate proper flag etiquette and appropriate behavior during both.
5. Describe relationships between people and events of the past, which are commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Flag Day, and Independence Day.

History Literacy

Standard 4: The student will examine the lives of notable Americans who expanded peoples' rights and freedoms in the American system of government.

1. Participate in shared and individual research using biographies and informational text historic examples of honesty, courage, patriotism, self-sacrifice, and other admirable character traits seen in citizens and leaders including Abigail Adams, Francis Scott Key, Harriet Tubman, Abraham Lincoln, Chief Joseph, Eleanor Roosevelt, Fred Korematsu, Jackie Robinson, Dr. Martin Luther King, Jr.,...

Grade 3

Citizenship Literacy

Standard 1: The student will analyze the traits of good citizens.

1. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*...
4. Describe relationships between people and events of the past, which are commemorated on Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Washington's Birthday, Lincoln's Birthday, Flag Day, and Independence Day.

Grade 4

Regional Geography and History

Standard 1: The student will analyze the physical, cultural, political, economic, and the historic features and places of the regions of the United States.

- F. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the Declaration of Independence ...

Grade 5

Creating the U.S.: The Foundation, Formation, and Transformation of the American Nation, 1607-1806

Standard 1: The student will examine James Towne Settlement and Plymouth Plantation as the foundations of American culture and society.

2. Analyze the economic, political, and religious reasons and motivations of free immigrants and indentured servants from the British Isles who came to Virginia.
5. Use specific textual evidence from primary and secondary sources to summarize the successes and challenges the

Summary of Oklahoma State Standards Regarding Teaching about the Bible and Christianity

settlement of Plymouth Plantation experienced in regard to their approach to A. Religious motivations for migration D. The contributions of the Pilgrims, William Bradford ...

Standard 2: The student will compare and contrast the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies based on economic opportunities, natural resources, settlement patterns, culture, and institutions of self-government.

2. Analyze the similarities and differences of self-government in the three colonial regions including the role of religion in the establishment of some colonies, the House of Burgesses in Virginia, and town hall meetings in New England.

5. Draw specific evidence using informational texts and analyze the contributions of important individuals and groups to the foundation of the American system including Roger Williams, the Puritans, William Penn and the Quakers ...

Standard 3: The student will examine the foundations of the American nation laid during the Revolutionary Era through the contributions of historic individuals and groups, the spreading of the ideals found within the Declaration of Independence, and the significant military and diplomatic events of the Revolutionary War that resulted in an independent United States.

2. Draw evidence from the *Declaration of Independence* to identify and explain the colonial grievances, which motivated the Second Continental Congress to make arguments for and to declare independence from Great Britain and establish the ideals in American society of equality, inalienable rights, and the consent of the governed.

3. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence*...

Grade 6

Geography – Western Hemisphere: The Why of Where – Places, Patterns of Settlement, and Global Interactions

Standard 4: The student will analyze the human systems of the Western Hemisphere in the context of the world's peoples and cultures.

1. Identify and describe cultural traits of language, ethnic heritage, social systems, religion, and traditions including how cultural diffusion impacts societies.

Grade 7

Geography – Eastern Hemisphere The Why of Where – Places, Patterns of Settlement, and Global Interactions

Standard 1: The student will analyze data from a geographic perspective using the skills and tools of geography.

6. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence* ...

Standard 2: The student will examine the human and physical characteristics of the major regions of the Eastern Hemisphere.

2. Integrate visual information in order to describe the characteristics and relative location of physical and cultural regions of the Eastern Hemisphere including... B. Cultural Regions 2) Jerusalem's religious significance to Judaism, Christianity, and Islam, ...

Standard 4: The student will analyze the world's peoples and cultures in the context of the human systems in the Eastern Hemisphere.

1. Compare and contrast the common cultural traits including language, ethnic heritage, social systems, religions, and traditions and how cultural diffusion impacts societies.

2. Describe the world's major religions including Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism including the geographic origins, major beliefs, and customs of the five major world religions and the significance of religion in contemporary societies.

Grade 8

Creating the United States: The Foundation, Formation, and Transformation of the American Nation, 1754-1877

Standard 1: The student will analyze the foundations of the United States by examining the causes, events, and ideologies, which led to the American Revolution.

Summary of Oklahoma State Standards Regarding Teaching about the Bible and Christianity

4. Determine the central ideas and grievances expressed in the *Declaration of Independence* and their intellectual origin including... A. John Locke's theory of natural rights, C. The ideals established in the American society of equality, inalienable rights, and the consent of the governed...

5. Commemorate Celebrate Freedom Week by recognizing the sacrifices and contributions to American freedom by veterans and by reciting the social contract selection from the *Declaration of Independence* ...

Standard 3: The student will examine the formation of the American system of government following the Revolutionary War that led to the creation of the *United States Constitution*.

5. Cite specific textual and visual evidence and summarize the rights and responsibilities all Americans possess under the *United States Constitution* as guaranteed in the *Bill of Rights* including the freedoms of religion, speech, press, assembly, petition, and the rights to due process and trial by jury.

High School

United States Government – *Freedom for All: Securing Rights and Defining Responsibilities*

Standard 2: The student will describe the historic and philosophical foundations of the United States republican system of government.

1. Cite specific textual and visual evidence and compare points of view to examine the philosophical contributions of the Enlightenment including the writings of Montesquieu, Locke, and Thomas Jefferson; the early experiences of colonial self-government; and the influence of religious texts including *The Bible* to the foundation of American political thought.

2. Cite specific textual and visual evidence and summarize the impact of major historic events of the Revolutionary Era and major documents contributing to the formation of constitutional government in the United States including the *Mayflower Compact* (1620), the *Fundamental Orders of Connecticut* (1639), the *English Bill of Rights* (1689), the *Albany Plan of Union* (1754), the *Virginia Declaration of Rights* (1776), the *Articles of Confederation* (1781), and the colonial/revolutionary writings of Patrick Henry, Thomas Paine, and James Otis.

Standard 3: The student will analyze the fundamental principles of the American system of government.

1. Explain the concept of popular sovereignty as exercised by the nation's people who possess the ultimate source of authority.

8. Cite specific textual and visual evidence and compare points of view regarding the shared values and ideals of American political culture as set forth in basic documents and speeches including the *Declaration of Sentiments*, Abraham Lincoln's *Gettysburg Address*, Franklin Roosevelt's *Four Freedoms* speech, and Dr. Martin Luther King, Jr.'s *Letter from Birmingham Jail*.

Standard 5: Students will be able to evaluate the significance of civic participation in order to insure the preservation of constitutional government.

3. Evaluate historic and contemporary examples of American citizens who have attempted to make the values and principles of the *United States Constitution* a reality. B. Explain the impact on American politics, both historically and presently, of the racial, religious, socioeconomic, and ethnic diversity of American society including the importance of adhering to constitutional values in managing conflicts over diversity.

World History – *Cultural Connections, Turning Points, and Transformation of the World into the Modern Era*

Standard 1: The student will analyze and summarize the impact on the modern world of the major world religions and the philosophical political principles of ancient and classical societies.

2. Examine the origins, traditions, beliefs, and impact of Judaism on ancient and modern societies including the religious concept of monotheism and its influence into the modern eras.

5. Examine the origins, traditions, beliefs, and impact of Christianity including its spread under the Roman Empire; its preservation by the Roman Catholic Church; the Byzantines and the Orthodox churches; and its influence into the modern eras.

Standard 2: The student will analyze patterns of social, economic, political, and cultural changes of the Renaissance and Reformation.

2. Summarize how the theological movements during the Reformation transformed society by comparing the impact of the ideas of Martin Luther and John Calvin.

Summary of Oklahoma State Standards Regarding Teaching about the Bible and Christianity

World Human Geography – *The Why of Where: Places, Patterns of Settlement, and Global Interactions*

Standard 3: The student will evaluate textual and visual evidence to analyze the components and regional variations of cultural patterns and processes.

1. Assess the spatial dimensions of culture as defined by language, religion, race, ethnicity, and gender.
5. Summarize the impact of the world's major religions of Buddhism, Christianity, Daoism, Hinduism, Islam, and Judaism on modern societies.

OKLAHOMA STATE LAW-----

70 §11-101. Sectarian or religious doctrines - Forbidden to be taught in schools.

No sectarian or religious doctrine shall be taught or inculcated in any of the public schools of this state, but nothing in this section shall be construed to prohibit the reading of the Holy Scriptures. (*Laws 1971, c. 281, Section 11-101. Eff. July 2, 1971.*)

70 §11-101.1. Voluntary Prayer in School.

The board of education of each school district shall permit those students and teachers who wish to do so to participate in voluntary prayer. Nothing in this act shall be construed to be in conflict with Section 11-101 of Title 70 of the Oklahoma Statutes. (*Laws 1980, c. 72, § 1, emerg. eff. April 14, 1980.*)

70 §11-101.2. Minute of silence.

The board of education of each school district shall ensure that the public schools within the district observe approximately one minute of silence each day for the purpose of allowing each student, in the exercise of his or her individual choice, to reflect, meditate, pray, or engage in any other silent activity that does not interfere with, distract, or impede other students in the exercise of their individual choices. (*Added by Laws 2002, c. 353, § 1. Historical Data Added by Laws 2002, SB 815, c. 353, § 1, eff. August 23, 2002*)

70 §10-105. Neglect or refusal to compel child to attend school - Exceptions.

4. If any child is excused from attending school for the purpose of observing religious holy days if before the absence, the parent, guardian, or person having custody or control of the student submits a written request for the excused absence. The school district shall excuse a student pursuant to this subsection for the days on which the religious holy days are observed and for the days on which the student must travel to and from the site where the student will observe the holy days...

70 §24-106. United States flag - Display - Instruction in history and etiquette - Pledge of allegiance.

A. The board of education of every school district in this state shall be required to own and display, either inside or outside each classroom building in the district, a United States Flag.

B. Instruction in the history and etiquette relating to the United States Flag shall be given in one or more grades in the schools in every school district in this state.

C. Students are authorized to recite, at the beginning of each school day, the pledge of allegiance to the flag of the United States of America as enumerated at 36 U.S.C., Section 172. Each student shall be informed by posting a notice in a conspicuous place that students not wishing to participate in the pledge shall not be required to do so. (*Added by Laws 1971, c. 281, § 24-106, eff. July 2, 1971. Amended by Laws 2001, c. 250, § 2, eff. July 1, 2001.*)

70 §24-106.1. Classroom display - Motto of the United States of America.

Principals and teachers in each public elementary and secondary school of each school district in this state may display in each classroom, school auditorium, and school cafeteria under their supervision the following motto of the United States of America: "E PLURIBUS UNUM (Out of Many One)" and "IN GOD WE TRUST". For purposes of this section, "classroom" means any room of a public school where instruction takes place. (*Added by Laws 2004, c. 197, § 4, eff. July 1, 2004. Amended by Laws 2009, c. 100, § 1, eff. July 1, 2009.*)

Summary of Oklahoma State Standards Regarding Teaching about the Bible and Christianity

Oklahoma Constitution Preamble

Invoking the guidance of Almighty God, in order to secure and perpetuate the blessing of liberty; to secure just and rightful government; to promote our mutual welfare and happiness, we, the people of the State of Oklahoma, do ordain and establish this Constitution.

Summary of Oregon State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Oregon State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.oregon.gov/ode. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Oregon English Language Arts and Literacy Standards 2019

Literature – Integration of Knowledge and Ideas

Grade 8

8.RL.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Reading Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9-10.RL.9 Analyze documents of historical and literary significance, including how they address related themes and concepts. (*Editor's Note: King's "Letter from Birmingham Jail"*)

Social Studies

Kindergarten

Geography

K.10 Locate, identify, and describe places of importance to self, family, school, and culture.

Grade 1

Civics and Government

1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).

Geography

1.6 Describe ways people celebrate their diverse cultural heritages in the community.

1.7 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).

1.8 Explain how seasonal changes influence activities in school and community.

Historical Knowledge

1.12 Identify songs and symbols commonly associated with the United States of America.

1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.

Grade 2

Geography

2.13 Identify cultural characteristics of the community.

Historical Knowledge

2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on the local community including ... individuals from all religious backgrounds;...

2.17 Identify and describe community celebrations, landmarks, symbols and traditions, and explain why they are significant to the cultural heritage of members of the community.

Grade 3

Historical Knowledge

3.11 Describe how individuals, groups...,religious groups, and other traditionally marginalized groups...events and developments have shaped the local community and region.

Summary of Oregon State Standards Regarding Teaching about the Bible and Christianity

Historical Thinking

3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events.

Grade 4

Historical Knowledge

4.11 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the subsequent impact of that colonization.

4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and including...religious groups), and other traditionally marginalized groups..., circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).

4.13 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).

Grade 5

Civics and Government

5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.

5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups...).

5.4 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.

Geography

5.10 Compare and contrast movement of people, goods, ideas, and cultural patterns in the United States, considering past, present and future trends.

Historical Knowledge

5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and analyze the multiple perspectives of the interactions between settlers and American Indians.

5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States including...religious groups, and other traditionally marginalized groups...

5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).

Historical Thinking

5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events.

Grade 6

Geography

6.15 Explain and demonstrate how changes in transportation and communication technology affects the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as, religion...).

Historical Knowledge

6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples...

Summary of Oregon State Standards Regarding Teaching about the Bible and Christianity

6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere.

6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).

Grade 7

Civics and Government

7.4 Analyze the origins, and influence of historical documents (including but not limited to, Ten Commandments, Magna Carta, Hammurabi's Code, Confucianism, Vedic Law Code) on the development of modern governments.

Historical Knowledge

7.20 Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups...in the Eastern Hemisphere.

7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).

7.22 Compare the political, technological, and cultural achievements of individuals and groups; and transformation of cultures and civilizations.

Historical Thinking

7.25 Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, ... and traditionally marginalized groups (... religious groups, ...).

7.26 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere.

Grade 8

Civics and Government

8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.

8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.

8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

Historical Knowledge

8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.

8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, ethnic groups..., religious groups, and other traditionally marginalized groups... in Oregon, the United States, and the world.

8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era.

Historical Thinking

8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups..., religious groups, and other traditionally marginalized groups... in the United States.

High School

Civics and Government

HS.7 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.

Summary of Oregon State Standards Regarding Teaching about the Bible and Christianity

HS.11 Examine the pluralistic realities of society (... cultural, ...religion, ...) recognizing issues of equity, and evaluating the need for change.

Historical Knowledge

HS.56 Explain the development and impact of major world religions and philosophies on historical events and people.

HS.63 Identify and analyze ethnic groups..., religious groups..., their relevant historic and current contributions to Oregon, the United States and the world.

HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups..., in the pursuit of justice and equality in Oregon, the United States and the world.

HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States and the world.

OREGON STATE LAWS

§336.067 Topics given special emphasis in instruction

(1) In public schools special emphasis shall be given to instruction in: (a) Honesty, morality, courtesy, obedience to law, respect for the national flag, the Constitution of the United States and the Constitution of the State of Oregon, respect for parents and the home, the dignity and necessity of honest labor and other lessons, which tend to promote and develop an upright and desirable citizenry. (b) Respect for all humans, regardless of race, color, creed, national origin, religion, age, sex or disability. Acknowledgment of the dignity and worth of individuals and groups and their participative roles in society...

(2) The Superintendent of Public Instruction shall prepare an outline with suggestions that will best accomplish the purpose of this section and shall incorporate the outline in the courses of study for all public schools. *(Formerly 336.240; 1975 c.531 §1; 1979 c.744 §13; 1993 c.45 §75; 2005 c.209 §22)*

§339.875 Procurement, display and salute of flags

(1) Each district school board shall: (a) Procure a United States flag and an Oregon State flag of suitable sizes and shall cause such flags to be displayed upon or near each public school building during school hours, except in unsuitable weather, and at such other times as the board deems proper. (b) Provide students with the opportunity to salute the United States flag at least once each week of the school year by reciting: 'I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.'

(2) Students who do not participate in the salute provided for by this section must maintain a respectful silence during the salute. *(Formerly 332.100 and then 336.045 and then 336.630; 1999 c.137 §1)*

§339.420 Child excused to receive religious instruction

Upon application of the parent or guardian of the child, or, if the child has attained the age of majority, upon application of the child, a child attending the public school may be excused from school for periods not exceeding two hours in any week for elementary pupils and five hours in any week for secondary pupils to attend weekday schools giving instruction in religion. *(1965 c.100 §298; 1973 c.827 §32; 1977 c.276 §1)*

Oregon Constitution

Article 1, Section 2: Freedom of worship

All men shall be secure in the Natural right, to worship Almighty God according to the dictates of their own consciences.

Article 1, Section 3: Freedom of religious opinion

No law shall in any case whatever control the free exercise, and enjoyment of religious opinions, or interfere with the rights of conscience.

Summary of Oregon State Standards Regarding Teaching about the Bible and Christianity

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

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Summary of Pennsylvania State Standards Regarding Teaching about the Bible and Christianity

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Pennsylvania Core Standards English Language Arts 2014

1.3 Reading Literature - Students read and respond to works of literature-with an emphasis on comprehension, vocabulary and connections among ideas and between texts with a focus on textual evidence. Grade 8

CC.1.3.8.H Analyze how modern work of fiction draws on themes, patterns of events or character types from traditional works, including describing how the material is rendered new. *(Editor note: Examples referenced by previous Common Core State Standards for ELA ... myths, traditional stories, or religious works such as the Bible...)*

Grades 9-10

CC.1.3.9-10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work. *(Editor note: Examples referenced by previous Common Core State Standards for ELA ... e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)*

1.4 Writing - Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Grade 8

CC.1.4.8.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. *(Editor Note: Examples referenced by previous Common Core State Standards for ELA ... myths, traditional stories, or religious works such as the Bible...)*

Grades 9-10

CC.1.4.9-10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction. *(Editor note: Examples referenced by previous Common Core State Standards for ELA ... e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare)*

Social Studies

Civics and Government

5.1. Principles and Documents of Government

Documents and Ideals That Shape Pennsylvania and U.S. Government

Grade 3

5.1.3.D. Identify key ideas about government found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights

Grade 4

5.1.4.D. Identify key ideas about government found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

Summary of Pennsylvania State Standards Regarding Teaching about the Bible and Christianity

Grade 5

5.1.5.D. Interpret key ideas about government found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

Grade 6

5.1.6.D. Explain the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

Grade 7

5.1.7.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

Grade 8

5.1.8.D. Summarize the basic principles and ideals within documents and the roles played by the framers as found in significant documents:

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

Grade 9

5.1.9.D. Compare and contrast the basic principles and ideals found in significant documents

- Declaration of Independence
- United States Constitution
- Bill of Rights
- Pennsylvania Constitution

5.1. Principles and Documents of Government

Symbols

Kindergarten

5.1.K.F. Identify significant American holidays and their symbols.

- Identify images, pictures, songs, poems, or items that are symbols of America. (e.g., George Washington, Abraham Lincoln, the Flag, Liberty Bell, Thanksgiving)

Grade 1

5.1.1.F. Identify national symbols.

- Identify images, pictures, songs, poems, or items that are symbols of America. (e.g., George Washington, Abraham Lincoln, the flag, Liberty Bell, Thanksgiving)

Grade 2

5.1.2.F. Identify state symbols.

- Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem
- Identify portions of famous speeches and writings that reflect the basic principles and ideals of government (e.g., “I have a dream,” Reverend Martin Luther King; “One small step for mankind,” Neil Armstrong)

Examples

- Discuss the famous speeches: Martin Luther King Jr. “I have a dream...”.

Summary of Pennsylvania State Standards Regarding Teaching about the Bible and Christianity

Supportive Practices

- Discuss meaning of the Pledge of Allegiance.
- Discuss the “I Have a Dream” speech.

Grade 3

5.1.3.F. Explain the meaning of a preamble. Constitution of the United States, Pennsylvania Constitution

5.1.3.F. Identify state symbols, national symbols, and national holidays. <2009>

5.1.3.G. Describe the purpose of the United States Flag, The Pledge of Allegiance and The National Anthem.

Grade 4

5.1.4.F. Identify state symbols, national symbols, and national holidays. <2009>

Grade 5

5.1.5.F. Explain the significance of state symbols, national symbols, and national holidays. <2009>

Grade 6

5.1.6.F. Explain the meaning of the preamble to the constitution of the commonwealth of Pennsylvania and compare it to the Preamble of the Constitution of the United States.

5.1.6.G. Describe the proper use, display and respect for the United States Flag and explain the significance of patriotic activities. i.e. Reciting the Pledge of Allegiance, Standing for The National Anthem

5.1.6.K. Describe the purpose of symbols and holidays.

Grade 9

5.1.9.F. Contrast the individual rights created by the Pennsylvania constitution and those created by the constitution of the United States.

5.1.9.G. Describe the procedures for proper uses, display and respect for the United States Flag as per the National Flag Code.

5.1.9.K. Explain why symbols and holidays were created and the ideals they commemorate.

Grade 12

5.1.12.F. Analyze and assess the rights of the people as listed in the Pennsylvania constitution and the constitution of the United States.

5.1.12.G. Analyze and interpret the role of the United States Flag in civil disobedience and in patriotic.

5.1.12.K. Analyze the roles of symbols and holidays in society.

Geography

7.2 Physical Characteristics of Places and Regions

Physical Characteristics

Kindergarten

7.2 K.A Describe the characteristics of homes and businesses location in the community to gain an understanding of physical features.

- Identify physical characteristics of places that shape the community. (e.g., church, post office, hospital, police station, fire station, restaurant, school)

7.3. Human Characteristics of Places and Regions

Impact of People on Physical Systems

Grade 1

7.3.1.B Compare and contrast customs of families in communities around the world

- Show understanding and respect for diverse customs and practices
- Share information about family customs

Grade 3

7.3.3.B. Identify the human characteristics of places and regions by their cultural characteristics.

- Components of culture (e.g. language, belief systems and customs, social organizations, foods, ethnicity)
- Ethnicity of people in the local community (e.g. customs, celebrations, languages, religions)

Grade 6

7.3.6.B. Describe the human characteristics of places and regions by their cultural characteristics.

- Ethnicity of people at the county and state levels (e.g., customs, celebrations, languages, religions)

Summary of Pennsylvania State Standards Regarding Teaching about the Bible and Christianity

- Spatial arrangement of cultures creates distinctive landscapes (e.g., cultural regions based on languages, customs, religion, building styles as in the Pennsylvania German region)

Grade 9

7.3.9.B. Explain the human characteristics of places and regions by their cultural characteristics.

- Ethnicity of people at national levels (e.g., customs, celebrations, languages, religions)

Grade 12

7.3.12.B. Analyze the significance of human activity in shaping places and regions by their cultural characteristics. Forces for cultural convergence (e.g., the diffusion of foods, fashions, religions, language)

8.2. Pennsylvania History

Impact of Continuity and Change on PA History

Grade 1

8.2.1.C. Identify holiday and cultural celebrations in a community and why they are celebrated.

Grade 3

8.2.3.C. Identify and describe how continuity and change have influenced Pennsylvania history.

- Belief Systems and Religions (e.g., Native Americans, early settlers, contemporary religions)
- Social Organization (e.g., relationships of individuals, families, groups, communities; ability to be educated)

Grade 4

8.2.4.C. Explain how continuity and change in Pennsylvania history have influenced personal development and identity.

- Belief systems and religions

Grade 5

8.2.5.C. Differentiate how continuity and change in Pennsylvania history are formed and operate.

- Belief systems and religions

Grade 6

8.2.6.C. Identify and explain how continuity and change have influenced Pennsylvania history from the Beginnings to 1824.

- Belief Systems and Religions (e.g., Native Americans, Quakers)
- Social Organization (e.g., trade and development of cash economy, African Methodist Episcopal Church founded, schools in the colony)

Grade 7

8.2.7.C. Explain how continuity and change have impacted Pennsylvania history as related to local communities.

- Belief systems and religions

Grade 8

8.2.8.C. Compare and contrast the ways continuity and change have impacted Pennsylvania history.

- Belief systems and religions

Grade 9

8.2.9.C. Compare and contrast how continuity and change in Pennsylvania are interrelated throughout U.S. history.

- Belief systems and religions (e.g., Ephrata Cloister, Harmonists, Amish, immigrant influences)

Grade 12

8.2.12.C. Evaluate continuity and change in Pennsylvania are interrelated to the US and the world.

Belief systems and religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism)

8.3. United States History

Contributions of Individuals and Groups (U.S.)

Kindergarten

8.3 K. A Identify American people related to national holidays.

- *Identify people associated with federal holidays celebrated in the classroom and the school community.*
- *Identify presidents on President's Day.*
- *Discuss Martin Luther King on Martin Luther King Day.*
- *Discuss Christopher Columbus on Columbus Day.*

Summary of Pennsylvania State Standards Regarding Teaching about the Bible and Christianity

Impact of Continuity and Change on US History

Grade 3

8.3.3.C. Identify and describe how continuity and change have impacted U.S. history.

- Belief systems and religions

Grade 4

8.3.4.C. Explain how continuity and change in U.S. history have influenced personal development and identity.

- Belief systems and religions

Grade 5

8.3.5.C. Differentiate how continuity and change in U.S. history are formed and operate.

- Belief systems and religions

Grade 6

8.3.6.C. Explain how continuity and change has influenced United States history from Beginnings to 1824.

- Belief Systems and Religions (e.g., impact on daily life, colonial government established religions, communal sects)

Grade 7

8.3.7.C. Compare how continuity and change have impacted u.s. history.

- Belief systems and religions

Grade 8

8.3.8.C. Summarize how continuity and change have impacted u.s. history.

- Belief systems and religions

Grade 9

8.3.9.C. Analyze how continuity and change has influenced United States history from 1787 to 1914.

- Belief Systems and Religions (e.g., 19th century trends and movements)

Grade 12

8.3.12.C. Evaluate how continuity and change has influenced United States history from 1890 to present.

- Belief Systems and Religions (e.g., 20th century movements, religions of recent immigrants)

8.4. World History

Contributions of Individuals and Groups

Grade 3

8.4.3.A. Identify individuals and groups who have made significant political and cultural contributions to world history.

- Europe (e.g., Julius Caesar, Joan of Arc, Pope John Paul)

Grade 6

8.4.6.A. Identify and explain how individuals and groups made significant political and cultural contributions to world history.

- Europe (e.g., Pope Leo X, John Calvin, John Wesley, Martin Luther, Ignatius of Loyola)

Grade 9

8.4.9.B. Analyze the significance of individuals and groups who made major political and cultural contributions to world history before 1500.

- Innovators and Reformers (e.g., Erastostenes, Tupac Inka Yupenqui, Johannes Gutenberg)

Historical Documents, Artifacts, and Sites

Grade 6

8.4.6.B. Identify and explain important documents, material artifacts and historic sites in world history.

- Europe (e.g., Luther's Ninety-Five Theses, Wittenberg Castle Church)

Grade 9

8.4.9.B. Analyze historical documents, material artifacts and historic sites important to world history before 1500.

- Documents, Writings and Oral Traditions (e.g., Rosetta Stone, Aztec glyph writing, Dead Sea Scrolls, Magna Carta)
- Historic districts (e.g., Memphis and its Necropolis, Sanctuary of Machu Picchu, Old City of Jerusalem and its Walls, Centre of Rome and the Holy See)

Summary of Pennsylvania State Standards Regarding Teaching about the Bible and Christianity

Grade 12

8.4.12.B. Evaluate historical documents, material artifacts and historic sites important to world history since 1450.

- Documents, Writings and Oral Traditions (e.g. Declaration of International Conference on Sanctions Against South Africa; Monroe Doctrine, Communist Manifesto, Luther's Ninety-Five Theses)

Impact of Continuity and Change

Grade 4

8.4.4.C. Explain how continuity and change in world history have influenced personal development and identity.

- Belief systems and religions

Grade 6

8.4.6.C. Identify and explain how continuity and change has affected belief systems, commerce and industry, innovations, settlement patterns, social organizations, transportation and women's roles in world history.

- Belief systems and religions
- Europe (e.g., Impact of the Great Schism and Reformation)

Grade 7

8.4.7.C. Differentiate how continuity and change have impacted world history.

- Belief systems and religions

Grade 8

8.4.8.C. Illustrate how continuity and change have impacted world history.

- Belief systems and religions

Grade 9

8.4.9.C. Analyze how continuity and change throughout history has impacted belief systems and religions ...

Grade 12

8.4.12.C. Evaluate how continuity and change throughout history has impacted belief systems and religions ...

PENNSYLVANIA STATE LAWS-----

§1545 Bill of Rights Week.

The Department of Public Instruction shall designate a week during each year and prescribe a uniform course of exercises to be carried out during that week in the public schools to instill into the minds of the pupils thereof the purpose, meaning and importance of that portion of the Constitutions of the United States and of this Commonwealth known as the "Bill of Rights." Such exercises shall be in addition to the prescribed courses of study in such schools. (*Public School Code, 1949, XV Sec 1545*) www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014..HTM

§1546 Release of pupils for religious instruction

The superintendent of the school district shall, upon the written request of a parent or other person in loco parentis, excuse any student who is the child of that parent or person in loco parentis from school attendance for a total of not more than thirty-six (36) hours per school year in order to attend classes for religious instruction: Provided, however, That the request shall identify and describe the instruction, and the dates and hours for which the absence is requested and that the parent or person in loco parentis shall, following each such absence, furnish in writing to the superintendent of the school district a statement attesting that the child did in fact attend the instruction and the dates and hours upon which such attendance took place. *Public School Code, 1949, XV Sec. 1546 amended June 24, 1982, P.L. 623, No. 175* (<http://www.legis.state.pa.us/WU01/LI/LI/US/HTM/1949/0/0014.html>)

§11.7. Religious objections

Students shall be excused from instruction as provided by §4.4(d)(3) (relating to general policies). (<https://www.pacode.com/secure/data/022/chapter11/s11.7.html>)

§4.4. General policies:

(d) School entities shall adopt policies to assure that parents or guardians have the following:

(3) The right to have their children excused from specific instruction that conflicts with their religious beliefs, upon receipt by the school entity of a written request from the parent or guardians.

(<https://www.pacode.com/secure/data/022/chapter4/s4.4.html>)

Summary of Pennsylvania State Standards Regarding Teaching about the Bible and Christianity

§12.9 Freedom of expression

- (a) The right of public school students to freedom of speech is guaranteed by the Constitution of the United States and the Constitution of the Commonwealth.
- (b) Students shall have the right to express themselves unless the expression materially and substantially interferes with the educational process, threatens serious harm to the school or community, encourages unlawful activity or interferes with another individual's rights.
- (c) Students may use publications, handbills, announcements, assemblies, group meetings, buttons, armbands and any other means of common communication, provided that the use of public school communications facilities shall be in accordance with the regulations of the authority in charge of those facilities. *(The provisions of this §2.9 amended February 17, 1984, effective February 18, 1984, 14 Pa.B. 520; amended December 2, 2005, effective December 3, 2005, 35 Pa.B. 6510, 6658. Immediately preceding text appears at serial pages (295325) to (295326), (289657) and (288181).)*

§11.21 Religious holidays and religious instruction

- (a) Upon written parental request, and in accordance with the policies of the district's board of school directors, students may be excused from school for religious holidays observed by bona fide religious groups.
- (b) Upon written parental request, a student shall be excused from school to attend classes for religious instruction under section 1546 of the Public-School Code of 1949 (24 P.S. §15-1546). The excusal shall be limited to a total of not more than 36 hours per school year.
- (c) A student's absence from school for religious holidays or for religious instruction shall be recorded as an excused absence. A penalty may not be attached to an absence for religious holidays or instruction. *absence. (The provisions of this §11.21 amended December 19, 1986, effective December 20, 1986, 16 Pa.B. 4874; amended October 22, 2004, effective October 23, 2004, 34 Pa.B. 5798.)*

§1515 Religious Literature (1949 Act 14)

- (a) Courses in the literature of the Bible and other religious writings may be introduced and studied as regular courses in the literature branch of education by all pupils in the secondary public schools. Such courses shall be elective only and not required of any student.
- (b) Such courses shall be prepared and adopted according to age levels by the Department of Public Instruction with the advice and counsel of the Council of Basic Education and the approval of the State Board of Education. *(1515 added Dec. 22, 1965, P.L. 1144, No. 442)*

§1516.1 Meditation and Prayer Periods (1949 Act 14)

- (a) In each public-school classroom, the teacher in charge may, or if so authorized or directed by the board of school directors by which he is employed, shall, at the opening of school upon every school day, conduct a brief period of silent prayer or meditation with the participation of all the pupils therein assembled.
- (b) The silent prayer or meditation authorized by subsection (a) of this section is not intended to be, and shall not be conducted as, a religious service or exercise, but shall be considered as an opportunity for silent prayer or meditation on a religious theme by those who are so disposed, or a moment of silent reflection on the anticipated activities of the day. *(1516.1 added Dec. 6, 1972, P.L. 1412, No. 305)*

Pennsylvania Constitution Preamble

WE, the people of the Commonwealth of Pennsylvania, grateful to Almighty God for the blessings of civil and religious liberty, and humbly invoking His guidance, do ordain and establish this Constitution.

Summary of Rhode Island State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2008 & 2012 Rhode Island State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.ridoe.net. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org. (Civics & Government, Historical Perspectives (HP 1-3) – 2008 ~ Historical Perspectives (HP 4-5), Geography, Economics – 2012)

Rhode Island English Language Arts Standards 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

CCSS.ELA-Literacy.RL.8.9 – Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9 – Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Grades K – 2

Civics/Government

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G2 – 2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...

a. identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day)

Summary of Rhode Island State Standards Regarding Teaching about the Bible and Christianity

Essential Questions: What is a symbol? What are the democratic values and where do they come from?
b. using a variety of sources (e.g., trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, *Grand Old Flag* represents national unity, *This Land is Your Land* represents respect for diversity)

Essential Questions: Where do we get our “rights”? What is the U.S. Constitution and what is its relationship to the RI Constitution (RI history)?

Historical Perspective

HP 5: Human societies and cultures develop and change in response to human needs and wants.

HP 5 – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

a. recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).

Grades 3 & 4

Civics/Government

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G2 – 2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...

a. identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents’ Day, Independence Day)

Essential Questions: What is a symbol? What are the democratic values and where do they come from?

b. using a variety of sources (e.g., *Bill of Rights*, *Declaration of Independence*, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, *E Pluribus Unum* represents national unity, *This Land is Your Land* represents respect for diversity)

Historical Perspectives

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

HP 2 – 3 Students show understanding of change over time by...

a. interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.)

HP 5: Human societies and cultures develop and change in response to human needs and wants.

HP 5 – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

a. comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).

Grades 5 & 6

Civics & Government

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

C&G 1 – 2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...

a. identifying and summarizing the rule of law, using various enduring/significant documents (e.g., Magna Carta, Preamble of U.S. Constitution, U.N. Rights of the Child, “I Have A Dream” speech)

Summary of Rhode Island State Standards Regarding Teaching about the Bible and Christianity

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 2 – 2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...

b. identifying enduring documents (e.g., *Bill of Rights*, *U.S. Constitution*) that reflect the underlying principles of the United States

Essential Questions: How have democratic principles been demonstrated (in documents, speeches, actions, etc.) throughout U.S./ R.I. history?

- Martin Luther King’s “I Have A Dream” Speech,...

Historical Perspectives

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

HP 2 – 1 Students connect the past with the present by...

a. identifying sequential events, people, and societies that have shaped RI today

Essential Questions: How have various religious and ethnic groups shaped RI?

b. comparing and contrasting the development of RI ethnic history to the nation’s history (e.g., *What historical factors makes RI unique?*; immigration, settlement patterns, religion, resources, geography)

HP 3: The study of history helps us understand the present and shape the future.

HP 3 – 2 Students make personal connections in an historical context (e.g., source to-source, source-to-self, source-to world) by...

a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to reconstruct the past, understand the present, and make predictions for the future

Grades 7 & 8

Civics & Government

C&G 1: People create and change structures of power, authority, and governance in order to accomplish common goals.

C&G 1 – 2 Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...

a. comparing and contrasting the key stages of development of the rule of law, as presented in various enduring/significant documents (e.g. Magna Carta, Preamble of U.S. Constitution, U.N. Rights of the Child, “I Have A Dream” speech)

C&G 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.

C&G 2 – 2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...

b. using a variety of sources to identify and defend a position on a democratic principle (e.g., self-government in *Declaration of Independence*, women’s rights in Seneca Falls Declaration, Habeas Corpus in Laws of 12 Tables, freedom of religion in Washington’s letter to the Touro Synagogue)

- Martin Luther King’s “I Have A Dream” Speech,

Historical Perspectives

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

HP 2 – 1 Students connect the past with the present by...

b. analyzing the impact of RI’s ethnic development on local, state, and national history

Essential Questions: How have various religious and ethnic groups shaped RI?

Summary of Rhode Island State Standards Regarding Teaching about the Bible and Christianity

Geography

G 2: Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.

G 2 – 1 Students understand the physical and human characteristics of places by...

- a. explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures (e.g., customs, language, religion, and organization).

High School

Historical Perspectives

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.

HP 2 – 3 Students show understanding of change over time by...

- b. documenting various groups (e.g., formal: non-government organizations, religious; informal: family, clan) and their traditions that have remained constant over time (e.g., religious denomination, fishing industry, formal and informal design, town financial meeting, lotteries)
 - Clubs and religious societies, mutual aid societies, ...

HP 4: Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.

HP 4 – 1 Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...

- b. analyzing conflict that is based on unresolved historical-geographical differences (e.g., religious, racial, and socio-economic).

HP 5: Human societies and cultures develop and change in response to human needs and wants.

HP 5 – 1 Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

- c. analyzing the contribution of diverse cultural elements (e.g., norms, beliefs, religions, ideologies, languages, cuisines).

RHODE ISLAND STATE LAWS -----

§16-12-3 Duty to Cultivate Principles of Morality

Every teacher shall aim to implant and cultivate in the minds of all children committed to his or her care the principles of morality and virtue. (*G.L. 1896, ch. 61, § 7; G.L. 1909, ch. 68, § 8; G.L. 1923, ch. 71, § 8; G.L. 1938, ch. 180, § 8; G.L. 1956, § 16-12-3.*)

§16-12-3.1 Period of Silent Meditation

At the opening of every school day in all grades in all public schools the teacher in charge of the room in which each class is held shall announce that a period of silence not to exceed one minute in duration shall be observed for meditation, and during this period silence shall be maintained and no activities engaged in. (*P.L. 1977, ch. 84, § 1.*)

§16-20-4 Grand Army Flag Day – Uniform Salute to the Flag

It shall be the duty of the teachers of the public schools to prepare a program of patriotic exercises for the proper observance of Grand Army Flag Day. The department of elementary and secondary education shall prepare for the use of the schools a printed program providing for a uniform salute to the flag, to be used daily during the session of the school. The salute to the flag shall be as follows: *‘I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all’*. (*P.L. 1901, ch. 818 § 4; G.L. 1909, ch. 64, § 7; G.L. 1923, ch. 66, § 12; P.L. 1932, ch. 1927, § 1; G.L. 1938, ch. 20, § 1; P.L. 1939, ch. 689, § 1; impl. am. P.L. 1951, ch. 2752, § 1; G.L. 1956, § 16-20-4.*)

Summary of Rhode Island State Standards Regarding Teaching about the Bible and Christianity

§16-22-11 Pledge of Allegiance

(a) All public schools, commencing with preprimary school through and including high school, shall commence each day with the following pledge: *'I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation, under God, indivisible, with liberty and justice for all.'* **(b)** Any person not wishing to participate in the *'pledge of allegiance'* is exempt from participation and need not participate in the pledge. (*P.L. 1981, ch. 282, § 1.*)

Rhode Island Constitution Preamble

We, the people of the State of Rhode Island and Providence Plantations, grateful to Almighty God for the civil and religious liberty which He hath so long permitted us to enjoy and looking to Him for a blessing upon our endeavors to secure and to transmit the same, unimpaired, to succeeding generations, do ordain and establish this Constitution of government.

Summary of South Carolina State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2011 South Carolina State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.ed.sc.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org

Social Studies

Grade K

Foundations of Social Studies: Children as Citizens

Standard K-3: *The student will demonstrate an understanding of the values that American democracy represents and upholds.*

K-3.1 Recognize the significance of symbols of the United States that represent its democratic values, including the American flag, the bald eagle, the Statue of Liberty, the Pledge of Allegiance, and "The Star-Spangled Banner."

K-3.2 Identify the reasons for our celebrating national holidays, including Veterans Day, Thanksgiving, Martin Luther King Jr. Day, President's Day, Memorial Day, and Independence Day.

Grade 2

Foundations of Social Studies: Communities

Standard 2-4: *The student will demonstrate an understanding of cultural contributions made by people from the various regions in the United States.*

2-4.1 Recognize the basic elements that make up a cultural region in the United States, including language, beliefs, customs, art, and literature.

2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.

Grade 4

United States Studies to 1865

Standard 4-2: *The student will demonstrate an understanding of how the settlement of North America was influenced by the interactions of Native Americans, Europeans, and Africans.*

4-2.2 Compare the various European settlements in North America in terms of economic activities, religious emphasis, government, and lifestyles.

Grade 6

Early Cultures to 1600

Standard 6-1: *The student will demonstrate an understanding of the development of the cradles of civilization as people moved from a nomadic existence to a settled life.*

6-1.4 Explain the origins, fundamental beliefs, and spread of Eastern religions, including Hinduism (India), Judaism (Mesopotamia), Buddhism (India), and Confucianism and Taoism (China).

Standard 6-2: *The student will demonstrate an understanding of life in ancient civilizations and their contributions to the modern world.*

6-2.6 Compare the polytheistic belief systems of the Greeks and the Romans with the origins, foundational beliefs, and spread of Christianity.

Standard 6-5: *The student will demonstrate an understanding of The Middle Ages and the emergence of nation-states in Europe.*

6-5.4 Explain the role and influence of the Roman Catholic Church in medieval Europe.

Summary of South Carolina State Standards Regarding Teaching about the Bible and Christianity

Standard 6-6: The student will demonstrate an understanding of the impact of the Renaissance, the Reformation, and the Age of Exploration on Europe and the rest of the world.

6-6.2 Identify key figures of the Renaissance and the Reformation and their contributions (e.g., Leonardo da Vinci, Michelangelo, Johannes Gutenberg, John Calvin, and Martin Luther).

6-6.3 Explain the causes, events, and points of contention and denominational affiliations (of nations) of the Reformation and the Catholic Reformation (Counter Reformation).

6-6.4 Compare the economic, political, and religious incentives of the various European countries to explore and settle new lands.

Grade 7

Contemporary Cultures: 1600 to the Present

Standard 7-6: The student will demonstrate an understanding of the significant political, economic, geographic, scientific, technological, and cultural changes as well as the advancements that have taken place throughout the world from the fall of the Berlin Wall in 1989 to the present day.

7-6.4 Compare the social, economic, and political opportunities for women in various nations and societies around the world, including those in developing and industrialized nations and within societies dominated by religions.

High School

United States History and the Constitution

Standard USHC-1: The student will demonstrate an understanding of the conflicts between regional and national interest in the development of democracy in the United States.

USHC-1.1 Summarize the distinct characteristics of each colonial region in the settlement and development of British North America, including religious, social, political, and economic differences.

USHC-1.5 Explain how the fundamental principle of limited government is protected by the Constitution and the Bill of Rights, including democracy, republicanism, federalism, the separation of powers, the system of checks and balances, and individual rights.

United States Government

Standard USG-2: The student will demonstrate an understanding of foundational American political principles and the historical events and philosophical ideas that shaped the development and application of these principles.

USG-2.2 Analyze developmental influences on the core political principles of American government, including Greek democracy, Roman republicanism, the Judeo-Christian heritage, and the European philosophers John Locke, Charles de Montesquieu, and William Blackstone.

Electives

World History from 1300: The Making of the Modern World

Standard MWH-3: The student will demonstrate an understanding of the impact of religious movements throughout the world in the fourteenth through the sixteenth centuries.

MWH-3.1 Describe the proliferation of religious ideas, including the expansion of Islam, the competition between Protestants and Catholics throughout Europe, and the spread of Buddhism through East and Southeast Asia.

MWH-3.2 Evaluate the impact of religious dissent on the development of European kingdoms during the sixteenth century, including the warfare between peasants and feudal lords in German principalities, the conflict between the nobility of the Holy Roman Empire and the Hapsburg emperors, the creation of the Church of England, and the dynastic and religious competition in France.

MWH-3.5 Compare the spread of religion and the development of trade routes and diplomatic connections, including Christian missionary work, Buddhist and Islamic pilgrimages, and the competition between Muslims and Christians for territory.

MWH-3.6 Analyze various indigenous religions practiced in Africa and the Americas and their impact on the culture of the region, including animism and polytheism.

Summary of South Carolina State Standards Regarding Teaching about the Bible and Christianity

Teaching the History and Literature of the Old Testament Era

Standard OT1: The student will evaluate the impact of the Old Testament on the history, religion, government, and laws of various cultures.

OT1.1 Analyze the historical and geographical context on the development of the Old Testament including its origin, methods and tools of writing, and the means by which it has been preserved.

OT1.2 Analyze the development of various translations of biblical texts over time.

OT1.3 Identify the characteristics of Old Testament cultures from distinct geographic regions including Sumerian, Egyptian, Hebrew, and Babylonian.

OT1.4 Investigate and explain biblical traditions and their influences on contemporary cultures including history, government, law, customs, morals, and values.

Standard OT2: The student will analyze narratives, characters, stories, and poetry in the Old Testament and explain how they are used in literature.

OT2.1 Analyze the influence of biblical texts on the development of the English language.

OT2.2 Analyze various genres such as poems, letters, songs, and speeches in biblical texts.

OT2.3 Analyze the author's purpose and audience in poetry and prose within the Old Testament.

OT2.4 Evaluate the relationships among character, plot, and theme in biblical texts.

OT2.5 Analyze symbolism, motifs, and the use of language including diction, imagery, extended metaphor, paradox, and alliteration in poetry and prose in biblical texts.

OT2.6 Explain the influence of the Old Testament in classic and contemporary poetry, drama, prose, and other media.

Standard OT3: The student will analyze the influence of the Old Testament on the visual and performing arts.

OT3.1 Analyze the artistic presentation of the Old Testament through creative writing, dance, music, theatre, and the visual arts from various cultural and historical perspectives.

OT3.2 Interpret symbols, subject matter, themes, and ideas found in creative writing, dance, music, theatre, and the visual arts derived from the Old Testament.

OT3.3 Explain the function, design, and significance of architecture and religious artifacts found in places of worship such as cathedrals, churches, synagogues, tabernacles, and temples.

OT3.4 Create a response to biblical texts through a variety of methods such as creative writing, dance, music, theatre, and the visual arts.

Teaching the History and Literature of the New Testament Era

Standard NT1: The student will evaluate the impact of the New Testament on the history, religion, government, and laws of various cultures.

NT1.1 Analyze the historical and geographical context of the development of the New Testament including its origin, methods and tools of writing, and the means by which it has been preserved.

NT1.2 Analyze the development of various translations of biblical texts over time.

NT1.3 Identify the characteristics of New Testament cultures including Roman, Greek, and Hebrew.

NT1.4 Explain the rise and growth of Christianity including patterns of expansion across continents, the effects of diffusion on religious beliefs and traditions, and the influence of Christianity on culture and politics.

NT1.5 Investigate and explain biblical traditions and their influences on contemporary cultures including history, government, law, customs, morals, and values.

Standard NT2: The student will analyze narratives, characters, stories, and poetry in the New Testament and explain how they are used in literature.

NT2.1 Analyze the influence of biblical texts on the development of the English language.

NT2.2 Analyze various genres such as poems, letters, songs, and speeches in biblical texts.

NT2.3 Analyze the author's purpose and audience in poetry and prose within the New Testament.

NT2.4 Evaluate the relationships among character, plot, and theme in biblical texts.

NT2.5 Analyze symbolism, motifs, and the use of language including diction, imagery, extended metaphor, paradox, and alliteration in poetry and prose in biblical texts.

Summary of South Carolina State Standards Regarding Teaching about the Bible and Christianity

NT2.6 Explain the influence of the New Testament in classic and contemporary poetry, drama, prose, and other media.

Standard NT3: *The student will analyze the influence of the New Testament on the visual and performing arts.*

NT3.1 Analyze the artistic presentation of the New Testament through creative writing, dance, music, theatre, and the visual arts from various cultural and historical perspectives.

NT3.2 Interpret symbols, subject matter, themes, and ideas found in creative writing, dance, music, theatre, and the visual arts derived from the New Testament.

NT3.3 Explain the function, design, and significance of architecture and religious artifacts found in places of worship such as cathedrals, churches, synagogues, tabernacles, and temples.

NT3.4 Create a response to biblical texts through a variety of methods such as creative writing, dance, music, theatre, and the visual arts.

SOUTH CAROLINA STATE LAWS-----

§59-1-442 Policy to permit opening or closing message at school-sponsored athletic events

(A) The governing body of a school board or school district may adopt a policy that permits either (1) the captains of athletic teams at a high school or their student designees; or (2) a student designated by the members of that team to deliver a brief opening or closing message, or both, of two minutes or less, at school-sponsored athletic events.

(B) If team captains, their student designees, or the student designees of athletic teams deliver a brief opening or closing message, or both, of two minutes or less, the content of that message must be prepared or selected by the student and may not be recommended, monitored, reviewed, or censored by a member of the governing body of the school district, its officers, or employees. No student may be disciplined or reprimanded by the school for the content of any non-obscene, non-profane, or non-vulgar message delivered pursuant to this section. (*History: 2002 Act No. 331, Section 3.*)

§59-1-443 Schools shall provide minute of mandatory silence at beginning of each school day

All schools shall provide for a minute of mandatory silence at the beginning of each school day. (*History: 1995 Act No. 145, Part II, Section 80.*)

§59-1-455 Time for pledge of allegiance required

Beginning with the 1991-92 school year, all public school students, commencing with grades kindergarten through and including high school, shall during the course of each school day's activities at a specific time which must be designated by the local school say the Pledge of Allegiance as follows: *"I pledge allegiance to the flag of the United States of America and to the republic for which it stands, one nation under God, indivisible, with liberty and justice for all."* Any person not wishing to say the Pledge of Allegiance or otherwise participate in saying the Pledge of Allegiance is exempt from participation and may not be penalized for failing to participate. (*History: 1991 Act No. 55, Section 1.*)

§59-1-460 Excused school attendance for religious instruction

(A) The school district board of trustees may adopt a policy that authorizes a student to be excused from school to attend a class in religious instruction conducted by a private entity if: (1) the student's parent or guardian gives written consent; (2) the sponsoring entity maintains attendance records and makes them available to the public school the student attends; (3) transportation to and from the place of instruction, including transportation for students with disabilities, is the complete responsibility of the sponsoring entity, parent, or guardian; (4) the sponsoring entity makes provisions for and assumes liability for the student who is excused; and (5) no public funds are expended and no public school personnel are involved in providing the religious instruction.

(B) It is the responsibility of a participating student to make up any missed schoolwork. However, no student may be released from a core academic subject class to attend a religious instruction class. While in attendance in a religious instruction class pursuant to this section, a student is not considered to be absent from school. (*HISTORY: 2002 Act No. 241, Section 2.*)

Summary of South Carolina State Standards Regarding Teaching about the Bible and Christianity

H.5133A Concurrent Resolution

Be it resolved by the House of Representatives, the Senate concurring: That the members of the General Assembly of the State of South Carolina, by this resolution, express their desire to keep the phrase '*under God*' in the *Pledge of Allegiance*. (*Introduced in the House on April 14, 2004, Introduced in the Senate on April 14, 2004 Adopted by the General Assembly on April 15, 2004*)

South Carolina Constitution Preamble

We, the people of the State of South Carolina, in Convention assembled, grateful to God for our liberties, do ordain and establish this Constitution for the preservation and perpetuation of the same.

Summary of South Dakota State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2015 South Dakota State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.doe.sd.gov/. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

South Dakota English Language Arts Standards 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

8.RL.9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9-10.RL.9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

8.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature and literary nonfiction.

Grades 9 – 10

9-10.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9–10 Reading standards for literature to writing.

Social Studies

Kindergarten

History

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas, and symbols upon history using multiple sources.

K.H.2.1 Identify local and national celebrations

Civics/Government

K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of governments.

K.C.1.1 Identify our country's flag of the United States as a symbol of the nation

Grade 1

History

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

1.H.2.1 Connect people and events honored in commemorative celebrations

Civics/Government

K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes of various forms of governments.

1.C.1.1 Identify primary symbols of the United States

Grade 2

History

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

Summary of South Dakota State Standards Regarding Teaching about the Bible and Christianity

2.H.2.1 Compare how holidays are celebrated in different cultures

Civics/Government

K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.

2.C.1.1 Explain, in written form, through speech, or through the use of technology, the meaning behind our national symbols

Grade 3

History

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

3.H.2.1 Generate questions about individuals and groups who have shaped significant historical changes and continuities

3.H.2.2 Explain the importance of famous American figures including but not limited to George Washington, Abraham Lincoln, and Thomas Jefferson

Civics/Government

K-12.C.2 Students will explain the historical impact of primary founding documents including, but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments.

3.C.2.1 Explain the meaning and importance of the Declaration of Independence and the Constitution

Grade 4

Civics/Government

K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments.

4.C.2.1 Compare and contrast major themes within the SD Constitution and the U.S. Constitution

K-12.C.3 Students will explain how the Constitution organizes the government of the United States.

4.C.3.1 Explain how groups of people make rules to create responsibilities and protect freedoms

Grade 5

History

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

5.H.2.4 Evaluate the influence, impact, and interactions of various cultures, philosophies, and religions on the development of the U.S.

Civics/Government

K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments.

5.C.2.2 Using research, show where the ideas come from that informed the Constitution

Grade 6

History

K-12.H.2 Students will analyze and evaluate the impact of people, events, ideas and symbols upon history using multiple sources.

6.H.2.3 Analyze the development and cultural contributions including large-scale empires and major religions

Summary of South Dakota State Standards Regarding Teaching about the Bible and Christianity

Grades 9-12

Civics/Government

K-12.C.1 Students will explain, compare and contrast, and analyze the historical principles and philosophical purposes and various forms of governments.

9-12.C.1.4 Describe the influence of religion on western political thought

K-12.C.2 Students will explain the historical impact of primary founding documents including but not limited to, the Declaration of Independence, the U.S. Constitution, the U.S. Bill of Rights and subsequent amendments.

9-12.C.2.2 Critique the claims and evidence offered in the Declaration of Independence, justifying the independence of the American colonies

SOUTH DAKOTA STATE LAWS-----

§13-33-9. Sectarian doctrine prohibited in public schools

No sectarian doctrine may be taught or inculcated in any of the public schools of the state. (*Source: SDC 1939, § 15.3103; SL 1955, ch 41, ch 14, § 3.*)

§13-33-10. Released time for religious instruction

A child may, on application of his parent or guardian, be excused from school for one hour per week for the purpose of taking and receiving religious instruction conducted by some church or association of churches. The school board shall decide at what hour pupils may be excused. No such instruction may be given in whole or in part at public expense. The school board may allow the student to accumulate up to four hours of excused leave time to be taken consecutively on any one day or two hours to be taken on any two days. (*Source: SDC 1939, § 15.3202 (6); SL 1955, ch 41, ch 15, § 2; SDC Supp 1960, § 15.3202 (5); SL 1975, ch 128, § 219; SL 1978, ch 117.*)

South Dakota Constitution Preamble

We, the people of South Dakota, grateful to Almighty God for our civil and religious liberties, in order to form a more perfect and independent government, establish justice, insure tranquility, provide for the common defense, promote the general welfare and preserve to ourselves and to our posterity the blessings of liberty, do ordain and establish this Constitution for the state of South Dakota.

Summary of Tennessee State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2017 Tennessee State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.tn.gov/education. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Tennessee English Language Arts Standards 2017

Reading Standard for Literature: Integration of Knowledge and Ideas

Grade 8

8.RL.IKI.9 Analyze how contemporary texts are shaped by foundational texts or literary archetypes and how authors allude to traditional works, myths, or religious texts; describe how traditional elements are rendered anew.

Literature and Informational Text in the English/Language Arts Classroom

High School

Emphasis on literature and the interaction among archetypal story patterns and the references of classical, traditional, and religious texts in contemporary texts. (Pg 26)

Social Studies

Kindergarten

The World Around Us

Culture

Overview: *Students will explore different traditions, customs, and cultures within their families, schools, and communities.*

K.02 Compare and contrast family traditions and customs, including: food, clothing, homes, and games.

Government and Civics

Overview: *Students will learn the foundations of good citizenship, including: civic responsibilities and patriotism through the rules by which they live, the authority figures within their community and the United States, and national symbols.*

K.12 Identify the following state and national symbols: American flag, Tennessee flag, and the words of the Pledge of Allegiance.

K.20 Identify and discuss the following holidays, and analyze why we celebrate them: Martin Luther King, Jr. Day ... Thanksgiving ...

Grade 1

Tennessee's Place in the United States

Culture

Overview: *Students will discuss cultures within their community and state and how individuals, families, and communities live and work together.*

1.03 Compare and contrast family traditions and customs among different cultures within a student's community and state.

Government and Civics

Overview: *Students will continue to develop their citizenship skills by expanding their studies from a personal level to a local, state, and national level, including an understanding of the function of government and patriotic symbols.*

1.16 Explain the importance of patriotic traditions, including the Pledge of Allegiance and the National Anthem, and respectful behavior during both.

History

Overview: *Students will compare life today to the past, utilize chronological sequence, identify significant individuals and groups, and understand the impact of national holidays.*

Summary of Tennessee State Standards Regarding Teaching about the Bible and Christianity

1.26 Identify and describe the events or people celebrated during the following national holidays, and examine why we celebrate them: Martin Luther King, Jr. Day, Columbus Day ... Thanksgiving Day ...

Grade 2

Life in the United States

Culture

Overview: *Students will explore how collaboration and respect for others is necessary to achieve and maintain a functioning society.*

2.02 Compare and contrast the beliefs, customs, ceremonies, and traditions of the various cultures represented in the U.S.

2.03 Distinguish how people from various cultures in the community and nation share principles, goals, and traditions.

Government and Civics

Overview: *Students will explore the concept of democracy by learning about rules, authority, and national symbols in order to develop an understanding of the role of citizens and the U.S. government.*

2.19 Recall the origins, meaning, and lyrics of the “Star Spangled Banner.”

2.25 Identify the rights and responsibilities of citizens of the U.S.

History

Overview: *Students will analyze significant individuals and observances, utilize chronological sequences, and explore primary and secondary texts.*

2.29 Examine the significant contributions made by people of the U.S., including: ...Martin Luther King, Jr.,...

Grade 3

Early American and Tennessee History

Indigenous Peoples through European Exploration (prior to 1585)

Overview: *Students will describe the legacy and cultures of major indigenous settlements of Tennessee, the routes of early explorers, and the impact of exploration on the Americas.*

3.21 Identify the routes and contributions of early explorers of the Americas, including: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci.

Early North American Settlements (1585-1600s)

Overview: *Students will describe early North American and Tennessee settlements, and examine the founding of the Thirteen Colonies, their regional geographic features, and the cooperation that existed between American Indians and colonists.*

3.27 Identify the economic, political, and religious reasons for founding the Thirteen Colonies and the role of indentured servitude and slavery in their settlement.

3.29 Explain the cooperation that existed between colonists and American Indians during the 1600s and 1700s, including: fur trade, military alliances, treaties, and cultural exchanges.

Grade 4

The History of the United States: Revolution to Reconstruction

Creating a New Government (1781-1789)

Overview: *Students will describe the people involved in writing, events leading up to, and the ideas embedded within the Constitution.*

4.14 Describe the principles embedded in the Constitution, including (*T.C.A. §49-6-1028*): Purposes of government (listed in the Preamble) ...protection of individual rights (in the 1st Amendment)

The History of the United States: Industrialization to the Civil Rights Movement

Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)

Overview: *Students will explain the key shifts in the United States during the late 19th and early 20th centuries, including immigration, industrialization, the nation’s role in world affairs, and the Progressive Era.*

Summary of Tennessee State Standards Regarding Teaching about the Bible and Christianity

5.02 Examine the appeal and challenges of settling the Great Plains from various cultural perspectives, including: settlers, immigrants...

5.05 Examine the contributions and impact of inventors on American society, including: Alexander Graham Bell, George Washington Carver, and Thomas Edison. (*Editor's Note: George Washington Carver was a vocal Christian*)

5.09 Analyze the major goals, struggles, and achievements of the Progressive Era, including: Prohibition (18th Amendment), women's suffrage (19th Amendment), and the lack of child labor laws. (*Editor's Note: Could include the role of Christians in these movements*)

Post-World War II and the Civil Rights Movement (1940s-1960s)

Overview: *Students will examine the cultural and political developments in the U.S. after World War II and during the Civil Rights Movement.*

5.24 Analyze the key people and events of the Civil Rights Movement, including (*T.C.A. § 49-61028*): Martin Luther King Jr. and non-violent protests ...

Grade 6

World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire

The sixth grade will conclude with the decline and fall of the Western Roman Empire. This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

Foundations of Human Civilization: c. 10,000-3500 BCE

Overview: *Students will learn proper time designations and analyze the development and characteristics of civilizations, including the effects of the Agricultural Revolution.*

6.04 Identify and explain the importance of the following key characteristics of civilizations: Culture ... Religion
Ancient Israel: c. 2000-500 BCE

Overview: *Students will analyze the geographic, political, economic, and cultural structures of ancient Israel.*

6.20 Identify and locate geographical features of ancient Israel, including: Dead Sea, Mediterranean Sea, Jerusalem, Red Sea, Jordan River, Sinai Peninsula

6.21 Describe the development of the ancient Israelites and explain the reasons for their movements from Mesopotamia to Canaan (later called Israel), from Canaan to Egypt, and from Egypt back to Canaan.

6.22 Describe the origins and central features of Judaism: Key Person(s): Abraham, Moses, Sacred Texts: The Tanakh (i.e., Hebrew Bible), Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility

6.23 Identify the importance of Saul as the first king of Israel, David as the second king who founded Jerusalem as the capital, and Solomon as the third king who built the first temple.

6.24 Summarize the breakup of the Kingdom of Israel, Babylonian captivity, and the return of the Jews to their homeland under the Persian Empire.

Ancient Rome: c. 500 BCE-500 CE

Overview: *Students will analyze the geographic, political, economic, and cultural structures of Rome.*

6.59 Describe the origins and central features of Christianity: Key Person(s) Jesus, Paul, Sacred Texts: The Bible, Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah

6.60 Explain the expulsion of the Jews from their homeland by the Romans, which began the Jewish diaspora.

Grade 7

World History and Geography: The Middle Ages to the Exploration of the Americas

This course will also teach students about the historical context of ancient and major world religions and will follow a common template for major world religions so as to not promote any religion. Major world religions are introduced in either 6th or 7th grade.

Byzantine Empire: 400-1500s CE

Overview: *Students will analyze the geographic, political, economic, and cultural structures of the Byzantine Empire.*

Summary of Tennessee State Standards Regarding Teaching about the Bible and Christianity

7.12 Identify the continuation of the Eastern Roman Empire as the Byzantine Empire and describe the diffusion of Christianity and the Latin language.

Middle Ages in Western Europe: 400-1500s CE

Overview: *Students will analyze the geographic, political, economic, and cultural structures of Europe during the Middle Ages.*

7.28 Describe the role of monasteries in the preservation of knowledge and spread of the Catholic Church beyond the Alps.

7.29 Explain how Charlemagne shaped and defined medieval Europe, including: his impact on feudalism, the creation of the Holy Roman Empire, and the establishment of Christianity as the religion of the Empire.

7.35 Explain how the Crusades impacted Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact with cultures outside Europe.

Early Modern Europe: 1400-1700s CE

Overview: *Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.*

7.44 Analyze Johannes Gutenberg's printing press and William Tyndale's translation of the Bible into the English language as vehicles for the spread of books, growth of literacy, and dissemination of knowledge.

7.45 Explain the significant causes of the Protestant Reformation, including: the Catholic Church's taxation policies, the selling of indulgences, and Martin Luther's 95 Theses.

7.46 Analyze the development of the Protestant Reformation and the split with the Catholic Church, including: the emphasis on scripture alone, salvation by faith, and predestination.

7.47 Explain the political and religious roles of Henry VIII and Mary I in England's transition between Catholicism and Protestantism.

7.48 Analyze how the Catholic Counter-Reformation emerged as a response to Protestantism and revitalized the Catholic Church, including the significance of: St. Ignatius of Loyola, the Jesuits, and the Council of Trent.

The Age of Exploration: 1400-1700s CE

Overview: *Students will analyze the motivations for the movement of people from Europe to the Americas and the impact of exploration by Europeans.*

7.58 Analyze why European countries were motivated to explore the world, including: religion,...

7.61 Locate and identify French, Spanish, English, Portuguese, and Dutch colonies in the Americas, and explain how religion impacted the location of settlement by each country.

7.63 Locate and identify the European regions that remained Catholic and those that became Protestant and how that division affected the distribution of religions in the New World.

7.65 Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as Bartolome de la Casa's role in the transition to African slavery.

Grade 8

United States History and Geography: Colonization of North America to Reconstruction

Colonization (1607-1750)

Overview: *Students will examine the European settlement of North America, geographic features that influenced early colonies, and the social, religious, political, and economic reasons for colonization.*

8.02 Explain the founding and development of the Plymouth Colony, including the significance of: The Mayflower Compact, interactions with Squanto, and the role of religious freedom.

8.11 Describe the significance of the First Great Awakening, including its role in unifying the colonies and the growth of religious tolerance.

Grades 9 – 12

Ancient History

Students will examine the social, geographic, religious, economic, and cultural aspects of major periods of ancient history from prehistoric times to 1500 CE.

Summary of Tennessee State Standards Regarding Teaching about the Bible and Christianity

Human Origins and Early Civilizations: Prehistory to 1000 BCE

Overview: Students will examine the emergence of early civilizations and the social, geographic, and cultural aspects of ancient civilizations.

AH.08 Describe the origins and central features of Judaism and its distinctions from other early religious traditions: Key Person(s): Abraham, Moses, Sacred Texts: The Tanakh (Hebrew Bible), Basic Beliefs: monotheism, Ten Commandments, emphasis on individual worth and personal responsibility

Early Civilizations and the Rise of Religious Traditions: 1000 BCE-500 CE

Overview: Students will examine various early civilizations in terms of chronology, geography, social structures, government, economy, religion, and contributions to later civilizations.

AH.09 Describe the diffusion of Judaism, and analyze its religious, social, and legal contributions.

The Classical Civilizations of Greece and Rome: 1000-500 BCE

Overview: Students will examine Greece and Rome during the classical period in terms of chronology, geography, social structures, government, economy, religion, and contributions to society.

AH.21 Describe early Greek society, with an emphasis on social classes, cultural traditions, and religious beliefs.

AH.25 Identify the significant developments and contributions of Greece to the following: ...Religious institutions

AH.31 Describe the origins, central features, and diffusion of Christianity: Key Person(s): Jesus, Paul, Sacred Texts: The Bible, Basic Beliefs: monotheism, sin and forgiveness, eternal life, Jesus as the Messiah

AH.32 Explain the development and significance of the Christian Church in the late Roman Empire.

AH.33 Identify the significant developments and contributions of Rome to the following: ... Religious institutions

Post-Classical Civilizations: 300-1000 CE

Overview: Students will examine post-classical civilizations, including the Byzantine Empire, the Gupta Empire, and Islamic civilizations during the Early Middle Ages, and their impact on Western civilization.

AH.38 Explain disputes that led to the split between the Roman Catholic Church and the Greek Orthodox Church.

AH.44 Explain how the diffusion of Christianity throughout Europe influenced its development after the decline of the Roman Empire.

Regional Interactions: 1000-1500 CE

Overview: Students will examine civilizations and empires of this time period, including interactions through regional trade patterns, social, economic, and political changes, cultural achievements, and developments that impacted each region.

AH.51 Analyze the causes, experiences, and consequences of the Crusades during the medieval period.

AH.54 Describe social, political, and religious developments in the later medieval period (e.g., Magna Carta, decline of feudalism, and church-state conflicts).

Contemporary Issues

Geography

Overview: Students will see, understand, and appreciate the web of relationships between people, places, and environments using the knowledge, skills, and concepts within the five themes of geography.

CI.03 Analyze how cultural characteristics (e.g., language, religion, ethnicity, gender roles) link, divide, and/or define regions.

Politics

Overview: Students will analyze and explain how the U.S. government interacts with its citizens and the global community.

CI.12 Describe the protections offered by the Bill of Rights and their changing interpretations within American society.

CI.13 Compare and contrast American civil liberties and protections, as defined by the Bill of Rights, to those of other nations.

Culture

Overview: Students will explore the similarities and differences among people, including their beliefs, values, and traditions.

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CI.18 Compare and contrast world religions (e.g., Buddhism, Christianity, Hinduism, Islam, Judaism, and Sikhism), and analyze how they complement or conflict with each other in the contemporary world.

CI.20 Compare and contrast folk and/or traditional culture with popular culture and analyze efforts to preserve folk culture amid the spread of popular culture.

Sociology

Functions and Structures of Social Institutions

Overview: *Students will learn how to deconstruct and evaluate cultural and societal structure through social institutions, individual roles and statuses, and the process of change.*

S.14 Identify and evaluate the functions of social institutions (e.g., family, education, religion,...)

Self, Groups, Socialization, and Deviance

Overview: *Students will examine groups and individuals within society and understand that society influences groups and individuals and groups and individuals influence society in a reciprocal fashion.*

S.23 Define socialization, and describe the primary agents of socialization (i.e., family, peers, media, schools, religion).

United States Government and Civics

Foundations of Constitutional Government

Overview: *Students will explain the fundamental principles of American government, as expressed in the Constitution and other essential documents of American federalism.*

GC.01 Examine the influences of leading European thinkers (e.g., John Locke, Charles-Louis Montesquieu, Thomas Hobbes) and other roots of American government (e.g., Greek democracy, Roman republic, Magna Carta).

GC.02 Examine the Declaration of Independence and American grievances against British rule.

GC.08 Analyze how the Bill of Rights limits the powers of the government and ensures individual rights. (*T.C.A. §49-6-1028*)

World Geography

Cultural Geography

Overview: *Students will study culture from a geographic perspective by identifying the predominant culture traits that shape the cultural landscape in each major world region. Students will then use this knowledge to make comparisons between regions and analyze changing cultural patterns.*

WG.28 Analyze how cultural characteristics (e.g., ethnicity, gender roles, identity, language, religion) link and/or divide regions or societies.

Tennessee Bible Standards

The course may be taught over one or two semesters. A number of concessions must be made, and careful planning is needed if the entire Bible is to be taught in a single semester.

Text

Each student may use the biblical translation of his/her choice as a text. In addition, the teacher should make available, through actual publications or handouts, translations that represent the various configurations of books found in the diverse religious traditions.

Course Purpose

The purpose of this course is to enable students to acquire an understanding and appreciation of the Bible's major ideas, historical/geographical contexts, and literary forms. The course will include the study of the Bible in its historical, sociological, and cultural contexts, and its impact on later cultures, societies, and religions.

The success of any assignment depends upon how teachers prepare, present, and anticipate issues that will emerge in the classroom. As with any other humanities, literary, or historical topic the Bible must be understood in terms of its value for the student. Teachers should remember that enthusiasm for the subject contributes to the success of any curriculum.

Summary of Tennessee State Standards Regarding Teaching about the Bible and Christianity

The curriculum is for secondary education. In all instances, teachers are urged to utilize intellectually creative ways to engage students in the literary, historical, sociological, cultural, and religious qualities of the Bible.

It is important to remember that the student's experience, or in some cases lack of experience with the Bible, may influence their perceptions of the assignments. Be aware that a broad range of religious and nonreligious perspectives among the students and be cognizant of student rights to their personal views.

All lessons should be planned with regard to their inherent academic and intellectual qualities and with attention to helping students develop a greater sense of their civic roles as responsible citizens.

General Objectives

A. Describe how the Bible was transmitted, translated, and gradually recognized as authoritative by religious communities from antiquity to the present

1. identify the original languages of the Hebrew Bible and New Testament and their relative dates of authorship;
2. demonstrate knowledge of early Jewish and Christian communities and the reasons they recorded these writings;
3. gain familiarity with later translations and audiences for whom they were composed;
4. analyze primary source information and using the information appropriately;
5. synthesize information from multiple sources to draw conclusions.

B. Select and use appropriate study and research skills and tools according to the type of information being gathered or organized, including almanacs, print and digital publications, internet news sources, and information services

C. Read biblical narratives

1. identify the chief characters;
2. describe and analyze in those narratives the elements of plot, such as setting, major events, problems, conflicts, and resolutions;
3. describe and analyze several narrative styles, literary form, and intended impact on the reader.

D. Read biblical poetry

1. identify the characteristics that distinguish poetic forms from prosaic forms;
2. describe and analyze the way they invite the reader to share emotions, through the use of imagery, personification, and figures of speech, including simile and metaphor; and the use of sound, such as rhyme, rhythm, repetition, and alliteration.

E. Demonstrate knowledge of historical, geographical, social and cultural contexts of biblical literature in the ancient world

1. learn and discuss pivotal historical events;
2. learn and discuss pivotal geographical locations;
3. compare the religious, social and cultural lives within the ancient Near Eastern/Greco-Roman world

F. Identify diverse interpretations of biblical texts

1. compare the way people and communities respond differently;
2. illustrate diverse interpretations of several prosaic and poetic biblical texts.

G. Illustrate knowledge of ways the Bible has impacted literature, art, music, and thought

1. read several pieces of literature that extensively use biblical allusions;
2. listen to several pieces of music that rely on the biblical text;
3. view several artistic works (sculpture, oils, watercolors) that use biblical images, characters, or scenes.

Units

Unit One	Origin and Development of the Bible
Unit Two	Overview of the History, Geography, and Social Groups of the Hebrew Bible
Unit Three	Beginnings - Genesis
Unit Four	Laws and Stories
Unit Five	Conquest and Settlement
Unit Six	Kingdom Established

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Unit Seven	Divided Kingdom
Unit Eight	Prophetic Traditions
Unit Nine	Psalms and Wisdom
Unit Ten	Exile and Restoration
Unit Eleven	Overview of the History, Geography, and Social Groups of the New Testament
Unit Twelve	Gospels and Jesus I
Unit Thirteen	Gospels and Jesus II
Unit Fourteen	Letters and Paul
Unit Fifteen	Communities and the Book of Revelation
Unit Sixteen	Bible's Impact on Art and Music
Unit Seventeen	Apocrypha

Each unit should have the following sections:

1. Thematic Sections
2. Purpose and Objectives
3. Biblical Readings
4. Maps, Timelines, Charts
5. Differentiation
6. Vocabulary
7. Resources

Example Unit

Unit One: The Origin and Development of the Bible

Thematic Sections

1. Bible in America (first amendment)
2. Bible and Bibles (diversity of traditions)
3. Historical overview (setting the stage for later units)
4. Geographical overview (setting the stage for later units)

Purpose

To provide a framework for a historical, cultural, and literary understanding of the Bible

Specific Objectives

1. Discuss the reasons for studying the Bible in American public schools
2. See an ancient scroll and codex
3. Read and compare several translations of specific biblical texts
4. Read and discuss a text that shows the issues that a translator faces when going from an original text to a translation
5. Compare the diverse order, grouping, and number of books in the Hebrew Bible and New Testament
6. Understand the similarity and difference between translation and interpretation
7. See a chronological chart of events

Biblical readings

Genesis 1.4; 1.1 – 2.1; 1 Samuel 17; Job 1.1 – 2.13; Psalm 1.1 – 6; Matthew 17.19 – 21; Mark 7.24 – 31; Matthew 8.28//Mark 5.1//Luke 8.26

Differentiation

- Draw up a timeline of the history of the English Bible
- Find biblical names of US cities in your state
- Discuss Lincoln's use of the Bible
- Discuss Martin Luther King's use of biblical imagery
- Look at the Book of Psalms and see if you can determine the five divisions

Summary of Tennessee State Standards Regarding Teaching about the Bible and Christianity

TENNESSEE STATE LAWS

§49-6-1001 Recitation of the Pledge of Allegiance

(a) All boards of education shall direct and all teachers employed by the public schools shall give instructions to the pupils of the schools, and shall have the pupils study as a part of the curriculum, the uses, purposes and methods of displaying the American flag and other patriotic emblems, and the history and usage of the pledge of allegiance to the flag of the United States of America.

(b) In recognition of the civic heritage of the United States of America, all students shall be required to learn the Pledge of Allegiance and to demonstrate such knowledge.

(c) (1) Each board of education shall require the daily recitation of the Pledge of Allegiance in each classroom in the school system in which a flag is displayed. Each LEA is encouraged to have a flag in each classroom and patriotic, fraternal and other organizations or individuals are encouraged to donate flags to schools to enable them to have the flag of the United States of America present in each classroom. Each board of education shall determine the appropriate time during the school day for the recitation of the Pledge of Allegiance. At the time designated for the recitation of the Pledge of Allegiance, students shall stand and recite the Pledge of Allegiance while facing the flag with their right hands over their hearts or in an appropriate salute if in uniform; provided, however, that no student shall be compelled to recite the Pledge of Allegiance if the student or the student's parent or legal guardian objects on religious, philosophical or other grounds to the student participating in such exercise. Students who are thus exempt from reciting the pledge of allegiance shall remain quietly standing or sitting at their desks while others recite the Pledge of Allegiance and shall make no display that disrupts or distracts others who are reciting the Pledge of Allegiance. Teachers or other school staff who have religious, philosophical or other grounds for objecting are likewise exempt from leading or participating in the exercise. If a teacher chooses not to lead the Pledge, another suitable person shall be designated either by the teacher or principal to lead the class. Each board of education shall provide appropriate accommodations for students, teachers or other staff who are unable to comply with the procedures described in this subdivision (c)(1) due to disability.

(2) The board of education's code of conduct shall apply to disruptive behavior during the recitation of the Pledge of Allegiance in the same manner as provided for other circumstances of such behavior.

(d) (1) To promote compliance with constitutional restrictions, as well as observance of constitutional rights, the state board of education shall, in consultation with the attorney general and reporter, develop guidelines on constitutional rights and restrictions relating to the recitation of the Pledge of Allegiance to the American flag in public schools. (2) The state board of education's guidelines shall include, but shall not be limited to, provisions that address the following:

(A) The initiative and involvement of local boards of education and individual schools, administrators, teachers and students;

(B) The propriety and constitutionality of any recitation or participation requirements;

(C) Appropriate etiquette and conventions for respecting the dignity and appropriate display of the flag of the United States; and

(D) Relevant state and federal constitutional concerns, such as freedom of speech and religion.

(e) All displays of the flag of the United States on school property and at school events shall conform to the manner of display as prescribed in federal law, 4 U.S.C. §§1-10, and taught in the public schools pursuant to subsection (a). A local board of education shall permit the display of the flag of the United States on school property or at a school event; provided, that the flag is properly displayed according to federal law.

(Acts 1929, ch. 83, §1; Code 1932, §2508; T.C.A. (orig. ed.), §49-1909; Acts 1999, ch. 312, §1; 2002, ch. 841, §1; 2016, ch. 754, §1.)

§49-6-1004 Period of Silence or Prayer

(a) In order for all students and teachers to prepare themselves for the activities of the day, a period of silence of approximately one (1) minute in duration shall be maintained in each grade in public schools at the beginning of each school day. At the opening of the first class each day, it is the responsibility of each teacher in charge of each class to call the students to order and announce that a moment of silence is to be observed. The teacher shall not indicate or suggest to the students any action to be taken by them during this time but shall maintain silence for the

Summary of Tennessee State Standards Regarding Teaching about the Bible and Christianity

full time. At the end of this time, the teacher shall indicate resumption of the class in an appropriate fashion and may at that time make school announcements or conduct any other class business before commencing instruction.

(b) It is lawful for any teacher in any of the schools of the state that are supported, in whole or in part, by the public funds of the state, to permit the voluntary participation by students or others in prayer. Nothing contained in this section shall authorize any teacher or other school authority to prescribe the form or content of any prayer.

(c) Notwithstanding subsections (a) and (b), nonsectarian and non-proselytizing voluntary benedictions, invocations or prayers that are initiated and given by a student volunteer or student volunteers may be permitted on public school property during school-related noncompulsory student assemblies, school-related student sporting events and school-related commencement ceremonies. Such permission shall not be construed to indicate any support, approval or sanction by the state or any governmental personnel or official of the contents of the benedictions, invocations or prayers or to be the promotion or establishment of any religion, religious belief or sect. *(History: Acts 1968, ch 492, §1; 1976, ch 463, §1; 1982, ch 899, §1; 1983, ch18, §1; T.C.A., §§49-1922, 49-1923; Acts 1993, ch.534, §1)*

§49-6-1005 Inclusion of religion for education purposes only -- Adoption of policy regarding inclusion of religion in local curriculum -- Publicly available syllabus -- Revision of social studies standards

(a) The inclusion of religion in textbooks, instructional materials, curriculum, or academic standards shall be for educational purposes only and shall not be used to proselytize or establish any religion or religious belief.

(b) Prior to the 2016-2017 school year, each local school board shall adopt a policy regarding the appropriate inclusion of religion in local curriculum and instructional materials; provided, that an opportunity for public comment shall be provided by each local school board before adoption of the policy.

(c) Each LEA shall make publicly available a syllabus for all grade six (6) through twelve (12) social studies, science, math, and English language arts courses. The syllabus shall at a minimum include:

- (1) A course calendar that includes standards, objectives, and topics covered;
 - (2) Major assignments required and field trips; and
 - (3) Procedures for parental access to instructional materials in accordance with §49-6-7003.
- (d) (1) The state board of education shall initiate a revision process for the social studies standards adopted in 2013.
- (2) The revision process shall be in accordance with §49-1-313.
 - (3) The state board shall ensure that the revised standards do not promote religion and do not amount to indoctrination or proselytism. *(Acts 2016, ch. 660, §1.)*

§49-6-1011 Historical documents, writings and records - Use in classrooms - Censorship prohibited

(a) No teacher or administrator in an LEA shall be prohibited from using or reading from, during the course of educational instruction, or from posting in a public-school building, classroom or event, any of the following or any excerpts or portions of the following:

- (1) The national motto;
 - (2) The national anthem;
 - (3) The Pledge of Allegiance;
 - (4) The Constitution of Tennessee;
 - (5) The Declaration of Independence;
 - (6) The writings, speeches, documents and proclamations of the founders or presidents of the United States or the founders or governors of this state;
 - (7) Opinions of the United States and Tennessee supreme courts;
 - (8) Acts of the United States congress and acts of the Tennessee general assembly; and
 - (9) The United States Constitution.
- (b) The list of historically significant or venerated documents, writings or records set out in subsection (a) shall not be construed to be exclusive, and the doctrine of ejusdem generis shall not be applied to prohibit the use, reading or posting of other such documents, writings or records.

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(c) The use, reading or posting of the types of documents, writings and records authorized by this section shall be undertaken for educational purposes only and shall not be used to promote or establish any religion or religious belief.

(d) There shall be no content-based censorship of American or Tennessee history or heritage based on any religious references contained in such documents, writings or records. (*Acts 1993, ch.116, §1; 2014, ch.939, §§1, 2*)

§49-6-1801 "Limited public forum" defined for purposes of part

As used in this part, "limited public forum" means public property that the LEA provides for students as a place for expressive activity which may impose reasonable, content-neutral time, place and manner restrictions on certain groups or topics of speech; provided, that the restriction is necessary and narrowly tailored to serve a compelling state interest. (*Acts 2014, ch. 654, §2.*)

§49-6-1802 Discrimination against students' voluntary expression of a religious viewpoint prohibited -- Applicable law -- Legislative intent

(a) An LEA shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner in which the LEA treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint, if any, expressed by the student on an otherwise permissible subject.

(b) This part shall comply with § 4-1-407, § 49-6-2904, any applicable state or federal laws, the Constitution of Tennessee and the United States Constitution. It is the intent of this part to allow LEAs to develop policies that ensure an LEA shall not discriminate against a student's voluntary expression of a faith-based viewpoint, if any. (*Acts 2014, ch. 654, §2.*)

§49-6-1803 Establishment of limited public forum -- Requirements -- LEA disclaimer

(a) An LEA shall not be required to provide a limited public forum pursuant to this part. If the LEA determines that it is appropriate to allow a student speaker at a school event, then this part shall apply.

(b) To ensure that an LEA does not discriminate against a student's publicly stated voluntary expression of a religious viewpoint, if any, and to eliminate any actual or perceived affirmative school sponsorship or attribution to the LEA of a student's expression of a religious viewpoint, if any, an LEA shall adopt a policy, such as the model policy for student expression as created by the Tennessee school boards association, or the LEA may develop a policy that is in compliance with this part. The policy shall include the establishment of a limited public forum for student speakers at school events at which a student is to publicly speak. The policy regarding the limited public forum shall also require the LEA to:

(1) Provide the forum in a manner that does not discriminate against a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject;

(2) Provide a method, based on neutral criteria, for the selection of student speakers at school events and graduation ceremonies;

(3) Ensure that a student speaker does not engage in speech that is obscene, vulgar, offensively lewd, indecent or promotes illegal drug use; and

(4) State, in writing, orally, or both, that the student's speech does not reflect the endorsement, sponsorship, position, or expression of the LEA.

(c) The LEA disclaimer required by subdivision (b)(4) shall be provided at all applicable circumstances at school events. The LEA shall also provide the disclaimer for any communications in which a student makes a public expression, for as long as a need exists to dispel confusion over the LEA's nonsponsorship of the student's communications.

(d) Student expression on an otherwise permissible subject may not be excluded from the limited public forum because the subject is expressed from a religious viewpoint. (*Acts 2014, ch. 654, §2.*)

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§49-6-1804 Discrimination based on religious content of student's written or oral assignments or submissions prohibited -- Penalty or reward prohibited

Students may express their written beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the student's submissions. Homework and classroom assignments shall be judged by ordinary academic standards of substance and relevance and against other legitimate academic concerns identified by the LEA. Students may not be penalized or rewarded based on the religious content of the student's work. (*Acts 2014, ch. 654, §2.*)

§49-6-1805 Organization of religious student groups permitted -- Access to school facilities -- Advertisements or announcements of meetings

Students may organize religious student groups, religious clubs, "see you at the pole" gatherings, or other religious gatherings before, during, and after school to the same extent that students are permitted to organize other noncurricular student activities and groups. Religious groups shall be given the same access to school facilities for assembling as is given to other noncurricular groups without discrimination based on the religious content of the students' expression. If student groups that meet for nonreligious activities are permitted to advertise or announce meetings of their groups, then the LEA may not discriminate against groups that meet for prayer or other religious speech. An LEA may disclaim school sponsorship of noncurricular groups and events in a manner that neither favors nor disfavors groups that meet to engage in expressions of faith or religious speech. (*Acts 2014, ch. 654, §2.*)

§49-6-2902 Tennessee Student Religious Liberty Act of 1997 - Legislative findings

(a) The General Assembly finds the following:

- (1) Judicial decisions concerning religion, free speech and public education are widely misunderstood and misapplied.
- (2) Confusion surrounding these decisions has caused some to be less accommodating of the religious liberty and free speech rights of students than permitted under the First Amendment to the United States Constitution.
- (3) Confusion surrounding these decisions has resulted in needless litigation and conflicts.
- (4) The Supreme Court of the United States has ruled that the establishment clause of the First Amendment to the United States Constitution requires that public schools neither advance nor inhibit religion. Public schools should be neutral in matters of faith and treat religion with fairness and respect.
- (5) Neutrality to religion does not require hostility to religion. The establishment clause does not prohibit reasonable accommodation of religion, nor does the clause bar appropriate teaching about religion.
- (6) Accommodation of religion is required by the free speech and free exercise clauses of the First Amendment as well as by the Equal Access Act (*20 U.S.C. 4071 et seq.*) and the Religious Freedom Restoration Act of 1993 (*42 U.S.C. 2000bb et seq.*).
- (7) Setting forth the religious liberty rights of students in a statute would assist students and parents in the enforcement of the religious liberty rights of the students and provide impetus to efforts in public schools to accommodate religious belief in feasible cases.

(b) The purpose of this act is to create a safe harbor for schools desiring to avoid litigation and to allow the free speech and religious liberty rights of students to the extent permissible under the establishment clause. (*Acts 1997, ch. 422, §1.*)

§49-6-2903 Part definitions

As used in this part, unless the context otherwise requires:

- (1) "Establishment clause" means the portion of the first amendment to the United States constitution that forbids laws respecting an establishment of religion;
- (2) "Free exercise clause" means the portion of the first amendment to the United States constitution that forbids laws prohibiting the free exercise of religion;
- (3) "Free speech clause" means the portion of the first amendment to the United States constitution that forbids laws abridging the freedom of speech;

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- (4) "Public school" means any school that:
 - (A) Is operated by the state, a political subdivision of the state or governmental agency within the state; and
 - (B) Receives state financial assistance; and
- (5) "Student" means an individual attending a public school

§49-6-2904 Tennessee Student Religious Liberty Act of 1997 - Rights of students

(a) A student shall have the right to carry out an activity described in any of subdivisions (b)(1)-(4), if the student does not:

- (1) Infringe on the rights of the school to:
 - (A) Maintain order and discipline;
 - (B) Prevent disruption of the educational process; and
 - (C) Determine educational curriculum and assignments;
 - (2) Harass other persons or coerce other persons to participate in the activity; or (3) Otherwise infringe on the rights of other persons.
- (b) Subject to subsection (a), a student shall be permitted to voluntarily:
- (1) Pray in a public school, vocally or silently, alone or with other students to the same extent and under the same circumstances as a student is permitted to vocally or silently reflect, meditate or speak on nonreligious matters alone or with other students in the public school;
 - (2) Express religious viewpoints in a public school to the same extent and under the same circumstances as a student is permitted to express viewpoints on nonreligious topics or subjects in the school;
 - (3) Speak to and attempt to share religious viewpoints with other students in a public school to the same extent and under the same circumstances as a student is permitted to speak to and attempt to share nonreligious viewpoints with other students;
 - (4) Possess or distribute religious literature in a public school, subject to reasonable time, place and manner restrictions to the same extent and under the same circumstances as a student is permitted to possess or distribute literature on nonreligious topics or subjects in the school; and
 - (5) Be absent, in accordance with LEA attendance policy, from a public school to observe religious holidays and participate in other religious practices to the same extent and under the same circumstances as a student is permitted to be absent from a public school for nonreligious purposes. (*Acts 1997, ch. 422, §1.*)

§49-6-2905 Construction with first amendment establishment clause

- (a) Nothing in this part shall be construed to affect, interpret or in any way address the establishment clause.
- (b) The specification of religious liberty or free speech rights in §§49-6-2901 – 49-6-2906 shall not be construed to exclude or limit religious liberty or free speech rights otherwise protected by federal, state or local law. (*Acts 1997, ch. 422, §1.*)

§49-6-2906 Teachers and administrators not to violate the first amendment establishment clause

Nothing in this part shall be construed to support, encourage or permit a teacher, administrator or other employee of the public schools to lead, direct or encourage any religious or antireligious activity in violation of that portion of the first amendment of the United States constitution prohibiting laws respecting an establishment of religion. (*Acts 1997, ch. 422, §1.*)

§49-6-2907 Voluntary participation of personnel in religious activities on school grounds

- (a) LEAs and school administrators may not prohibit personnel from participating in religious activities on school grounds that are initiated by students at reasonable times before or after the instructional day so long as such activities are voluntary for all parties and do not conflict with the responsibilities or assignments of such personnel.
- (b) Nothing in this section shall prohibit LEAs and school administrators from allowing personnel to participate in other constitutionally permissible religious activities on school grounds. (*Acts 2012, ch. 690, §1.*)

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§49-6-8402 National Motto in the Classroom Act

(a) Beginning in the 2018-2019 school year, an LEA shall require all schools within the LEA to display the national motto of the United States, "In God We Trust" in a prominent location in each school.

(b) The display required in subsection (a) may take the form of, but is not limited to, a mounted plaque or student artwork.

(c) For purposes of this section, "prominent location" means a school entryway, cafeteria, or common area where students are likely to see the national motto display.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Texas State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Texas State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at tea.texas.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Social Studies

Kindergarten

§113.11. Social Studies

(b) Knowledge and skills

(2) History. The student understands how historical figures helped shape the state and nation. *The student is expected to: identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus... who helped to shape the state and nation.*

(9) Citizenship. The student understands important symbols, customs, and responsibilities that represent American beliefs and principles and contribute to our national identity. *The student is expected to: (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag ...*

(10) Culture. The student understands similarities and differences among individuals. The student is expected to identify similarities and differences among individuals such as kinship and religion.

(11) Culture. The student understands the importance of family traditions. *The student is expected to: (A) describe and explain the importance of family traditions; and (B) compare traditions among families.*

Grade 1

§113.12. Social Studies

(b) Knowledge and skills

(1) History. The student understands the origins of customs, holidays, and celebrations. *The student is expected to: (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as San Jacinto Day, Independence Day, and Veterans Day; and (B) compare the observance of holidays and celebrations, past and present.*

(2) History. The student understands how historical figures, patriots, and good citizens helped shape the community, state, and nation. *The student is expected to: (A) describe the origins of customs, holidays, and celebrations of the community, state, and nation such as Constitution Day, Independence Day, and Veterans Day; and (B) compare the observance of holidays and celebrations.*

(12) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. *The student is expected to: (A) identify characteristics of good citizenship, including truthfulness ... (B) identify historical figures and other individuals who have exemplified good citizenship...*

(13) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. *The student is expected to: (A) explain state and national patriotic symbols, including the United States and Texas flags, the Liberty Bell... (B) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; (C) identify anthems and mottoes of Texas and the United States; (E) explain how patriotic customs and celebrations reflect American individualism and freedom.*

(14) Culture. The student understands the importance of family and community beliefs, language, and traditions. *The student is expected to: (A) describe and explain the importance of beliefs, language, and traditions of families and communities; and (B) explain the way folktales and legends reflect beliefs, language, and traditions of communities.*

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Grade 2

§113.13. Social Studies

(b) Knowledge and skills

(1) History. The student understands the historical significance of landmarks and celebrations in the community, state, and nation. *The student is expected to: (A) explain the significance of various community, state, and national celebrations such as ... Thanksgiving ...*

(2) History. The student understands how historical figures helped shape the community, state, and nation. *The student is expected to: (A) identify contributions of historical figures who have influenced the state and nation...*

(10) Citizenship. The student understands characteristics of good citizenship as exemplified by historical figures and other individuals. *The student is expected to: (A) identify characteristics of good citizenship, including truthfulness... respect for oneself and others... (B) identify historical figures and other individuals who have exemplified good citizenship... (C) identify ways to actively practice good citizenship, including involvement in community service.*

(11) Citizenship. The student understands important symbols, customs, and celebrations that represent American beliefs and principles that contribute to our national identity. *The student is expected to: (A) recite the Pledge of Allegiance to the United States Flag and the Pledge to the Texas Flag; (B) sing, recite, or identify selected patriotic songs, including "The Star-Spangled Banner" and "America the Beautiful"; (D) identify how selected symbols, customs, and celebrations reflect an American love of individualism, inventiveness, and freedom.*

(12) Culture. The student understands ethnic and/or cultural celebrations. *The student is expected to: (A) identify the significance of various ethnic and/or cultural celebrations; and (B) compare ethnic and/or cultural celebrations. (B) compare ethnic and/or cultural celebrations. [Editor's note: cultural/culture includes religious beliefs, practices, and traditions]*

Grades 3 – 12

§74.33 Additional Requirements for Social Studies Classes

(a) Each social studies class shall include, during Celebrate Freedom Week as provided under the Texas Education Code, §29.907, or during another full school week as determined by the board of trustees of a school district, appropriate instruction concerning the intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, in their historical contexts. The study of the Declaration of Independence must include the study of the relationship of the ideas expressed in that document to subsequent American history, including the relationship of its ideas to the rich diversity of our people as a nation of immigrants, the American Revolution, the formulation of the U.S. Constitution, and the abolitionist movement, which led to the Emancipation Proclamation and the women's suffrage movement.

(b) Recitation during Celebrate Freedom Week.

(1) Each school district shall require that, during Celebrate Freedom Week or other week of instruction prescribed under subsection (a) of this section, students in Grades 3 - 12 study and recite the following text: *"We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the Pursuit of Happiness--That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed."* (Source Note: The provisions of this §74.33 adopted to be effective December 7, 2003, 28 TexReg 10935)

Grade 3

§113.14. Social Studies

(b) Knowledge and skills

(1) History. The student understands how individuals, events, and ideas have influenced the history of various communities. *The student is expected to: (A) describe how individuals, events, and ideas have changed*

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communities, past and present; (C) describe how individuals, including Daniel Boone and the Founding Fathers have contributed to the expansion of existing communities or to the creation of new communities.

(2) History. The student understands common characteristics of communities, past and present. *The student is expected to: (A) identify reasons people have formed communities, including a need for security and laws, religious freedom...*

(8) Government. The student understands important ideas in historical documents at various levels of government. *The student is expected to: (A) identify the purposes of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights ...*

(9) Citizenship. The student understands characteristics of good citizenship as exemplified by historical and contemporary figures and organizations. *The student is expected to: (A) identify characteristics of good citizenship, including truthfulness... respect for oneself and others, responsibility in daily life, and participation in government by educating oneself about the issues, respectfully holding public officials to their word, and voting; (D) identify examples of nonprofit and/or civic organizations such as the Red Cross and explain how they serve the common good. [Editor's note: Salvation Army, Samaritan's Purse, Knights of Columbus...]*

(10) Culture. The student understands ethnic and/or cultural celebrations of the local community and other communities. *The student is expected to: (A) explain the significance of various ethnic and/or cultural celebrations in the local community and other communities; and (B) compare ethnic and/or cultural celebrations in the local community with other communities. [Editor's note: cultural/culture includes religious beliefs, practices, and traditions]*

Grade 4

§113.15. Social Studies

(b) Knowledge and skills

(2) History. The student understands the causes and effects of European exploration and colonization of Texas. *The student is expected to: (A) summarize motivations for European exploration and settlement of Texas, including economic opportunity, competition, and the desire for expansion; [Editor's Note: religious freedom, religious settlements, religious influence may have been a motivating factor] (C) explain when, where, and why the Spanish established settlements and Catholic missions in Texas as well as important individuals... [Editor's note: Spanish Catholic Dominicans, Jesuits, and Franciscans to spread the Catholic doctrine]*

(13) Government. The student understands important ideas in historical documents of Texas and the United States. *The student is expected to: (C) identify the intent, meaning, and importance of the Declaration of Independence, the U.S. Constitution, and the Bill of Rights (Celebrate Freedom Week).*

(14) Citizenship. The student understands important customs, symbols, and celebrations of Texas. *The student is expected to (B) sing or recite "Texas, Our Texas (D) describe the origins and significance of state celebrations such as Texas Independence Day ...*

(15) Citizenship. The student understands the importance of active individual participation in the democratic process. *The student is expected to: (D) identify the importance of historical figures and important individuals who modeled active participation in the democratic process... [Editor's note: Martin Luther King Jr.]*

Grade 5

§113.16. Social Studies

(b) Knowledge and skills

(1) History. The student understands the reasons for and the role of key people in the European colonization of North America beginning in 1565, the founding of St. Augustine. *The student is expected to: (A) explain when, where, and why groups of people explored, colonized, and settled in the United States, including the search for religious freedom ... (B) describe the accomplishments of significant individuals who settled for religious freedom and economic gain during the colonial period, including William Bradford, Anne Hutchinson, William Penn, John Smith, and Roger Williams.*

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(3) History. The student understands the significant individuals who contributed to the creation of the U.S. Constitution and the government it established. *The student is expected to identify the contributions of Founding Fathers James Madison and George Mason who helped create the U.S. Constitution. [Editor's note: founding fathers who contributed to the creation of the U.S. Constitution...]*

(13) Government. The student understands the organization of governments in colonial America. *The student is expected to: (A) compare the systems of government of early European colonists, including representative government and monarchy; (B) identify examples of representative government in the American colonies, including the Mayflower Compact ... [Editor's note: Mayflower Compact was the first governing document of Plymouth Colony. It was written by the Separatists, also known as the "Saints", fleeing from religious persecution by King James of Great Britain]*

(14) Government. The student understands important ideas in the Declaration of Independence, the U.S. Constitution, and the Bill of Rights. *The student is expected to: (A) explain the purposes, key elements, and the importance of the Declaration of Independence; (B) explain the purposes of the U.S. Constitution as identified in the Preamble; and (C) explain the reasons for the creation of the Bill of Rights and its importance.*

(16) Citizenship. The student understands important symbols, customs, celebrations, and landmarks that represent American beliefs and principles that contribute to our national identity. *The student is expected to: (A) explain various patriotic symbols... national celebrations... (B) sing or recite "The Star-Spangled Banner" and explain its history; (C) recite and explain the meaning of the Pledge of Allegiance to the United States Flag.*

(19) Citizenship. The student understands the fundamental rights of American citizens guaranteed in the Bill of Rights. *The student is expected to describe the fundamental rights guaranteed in the Bill of Rights, including freedom of religion, speech, and press; the right to assemble and petition the government; the right to keep and bear arms; the right to trial by jury; and the right to an attorney.*

(20) Culture. The student understands the relationship between the arts and the times during which they were created. *The student is expected to: (A) identify significant examples of art, music, and literature from various periods in U.S. history such as the painting American Progress, "Yankee Doodle," and "Paul Revere's Ride" (B) explain how examples of art, music, and literature reflect the times during which they were created.*

(21) Culture. The student understands the contributions of people of various racial, ethnic, and religious groups to the United States culture. *The student is expected to: (A) describe customs and traditions of various racial, ethnic, and religious groups in the United States; and (B) summarize the contributions of people of various racial, ethnic, and religious groups to our national identity.*

Grade 6

§113.18. Social Studies

(b) Knowledge and skills

(2) History. The student understands the influences of individuals and groups from various cultures on various historical and contemporary societies. *The student is expected to: (A) identify and describe the historical influence of individuals or groups on various contemporary societies; and (B) describe the social... and cultural contributions of individuals and groups from various societies, past and present. [Editor's note: this may include religious groups or individuals]*

(9) Government. The student understands the concepts of limited and unlimited governments. *The student is expected to: (C) identify and describe examples of human rights abuses by limited or unlimited governments such as the oppression of religious groups...*

(12) Citizenship. The student understands the relationship among individual rights, responsibilities, duties, and freedoms in societies with representative governments. *The student is expected to: (B) explain relationships among rights, responsibilities, and duties in societies with representative governments.*

(14) Culture. The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. *The student is expected to: (A) identify institutions basic to all societies, including government, economic, educational, and religious institutions ...*

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(16) Culture. The student understands the relationship that exists between the arts and the societies in which they are produced. *The student is expected to: (D) identify examples of art, music, and literature that have transcended the boundaries of societies and convey universal themes such as religion...*

(17) Culture. The student understands the relationships among religion, philosophy, and culture. *The student is expected to: (A) explain the relationship among religious ideas, philosophical ideas, and cultures; and (B) explain the significance of religious holidays and observances such as Christmas, Easter... Yom Kippur, Rosh Hashanah ...*

Grade 7

§113.19. Social Studies

(b) Knowledge and skills

(2) History. The student understands how individuals, events, and issues through the Mexican National Era shaped the history of Texas. *The student is expected to: (C) identify important individuals, events, and issues related to European colonization of Texas, including the establishment of Catholic missions...*

(13) Government. The student understands the basic principles reflected in the Texas Constitution. *The student is expected to: (A) identify how the Texas Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights ...*

(18) Culture. The student understands the concept of diversity within unity in Texas. *The student is expected to: (A) explain how the diversity of Texas is reflected in a variety of cultural activities and celebrations; (B) describe how people from various racial, ethnic, and religious groups attempt to maintain their cultural heritage while adapting to the larger Texas culture; (C) identify examples of Spanish influence and the influence of other cultures on Texas such as place names, vocabulary, religion, architecture, food, and the arts ...*

Grade 8

§113.20. Social Studies

(b) Knowledge and skills

(2) History. The student understands the causes of exploration and colonization eras. *The student is expected to: (A) identify reasons for English, Spanish, and French exploration and colonization of North America; (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies.*

(3) History. The student understands the foundations of representative government in the United States. *The student is expected to: (A) identify reasons for English, Spanish, and French exploration and colonization of North America; and (B) compare political, economic, religious, and social reasons for the establishment of the 13 English colonies. (C) describe how religion and virtue contributed to the growth of representative government in the American colonies.*

(15) Government. The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents. *The student is expected to: (A) identify the influence of ideas from historic documents, including the Magna Carta, the English Bill of Rights, the Mayflower Compact, and the Federalist Papers, on the U.S. system of government; (C) identify colonial grievances listed in the Declaration of Independence and explain how those grievances were addressed in the U.S. Constitution and the Bill of Rights ... (D) analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights*

(19) Citizenship. The student understands the rights and responsibilities of citizens of the United States. *The student is expected to: (A) define and give examples of unalienable rights; (B) summarize rights guaranteed in the Bill of Rights ...*

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(23) Culture. The student understands the relationships between and among people from various groups, including racial, ethnic, and religious groups, during the 17th, 18th, and 19th centuries. *The student is expected to: (A) identify selected racial, ethnic, and religious groups that settled in the United States and explain their reasons for immigration; (D) analyze the contributions of people of various racial, ethnic, and religious groups to our national identity ...*

(25) Culture. The student understands the impact of religion on the American way of life. *The student is expected to: (A) trace the development of religious freedom in the United States; (B) describe religious motivation for immigration and influence on social movements, including the impact of the first and second Great Awakenings; and (C) analyze the impact of the First Amendment guarantees of religious freedom on the American way of life.*

High School

§74.36 Elective Course - Bible's Hebrew Scriptures (Old Testament) and New Testament and Their Impact on the History and Literature of Western Civilization, Amended 2012

(a) Pursuant to this rule, a school district may offer to students in Grade 9 or above:

- (1)** an elective course on the Hebrew Scriptures (Old Testament) and its impact and an elective course on the New Testament and its impact; or
- (2)** an elective course that combines the courses on the Hebrew Scriptures (Old Testament) and its impact and on the New Testament and its impact.

(b) The purpose of a course under this section is to:

(1) teach students knowledge of biblical content, characters, poetry, and narratives that are prerequisites to understanding contemporary society and culture, including literature, art, music, mores, oratory, and public policy;

(2) familiarize students with, as applicable:

- (A)** the contents of the Hebrew Scriptures or New Testament;
- (B)** the history of the Hebrew Scriptures or New Testament;
- (C)** the literary style and structure of the Hebrew Scriptures or New Testament; and
- (D)** the influence of the Hebrew Scriptures or New Testament on law, history, government, literature, art, music, customs, morals, values, and culture.

(c) A course offered under this section shall follow applicable law and all federal and state guidelines in maintaining religious neutrality and accommodating the diverse religious views, traditions, and perspectives of students in their school district. A course under this section shall not endorse, favor, or promote, or disfavor or show hostility toward, any particular religion or nonreligious faith or religious perspective.

§113.41. United States History Studies Since 1877

(c) Knowledge and skills

(1) History. The student understands the principles included in the Celebrate Freedom Week program. *The student is expected to: (A) analyze and evaluate the text, intent, meaning, and importance of the Declaration of Independence and the U.S. Constitution, including the Bill of Rights, and identify the full text of the first three paragraphs of the Declaration of Independence; (B) analyze and evaluate the application of these founding principles to historical events in U.S. history; and (C) explain the meaning and historical significance of the mottos "E Pluribus Unum" and "In God We Trust."*

(9) History. The student understands the impact of the American civil rights movement. *The student is expected to: (C) identify the roles of significant leaders who supported various rights movements, including Martin Luther King Jr... (D) compare and contrast the approach taken by some civil rights groups such as the Black Panthers with the nonviolent approach of Martin Luther King Jr.; (E) discuss the impact of the writings of Martin Luther King Jr. such as his "I Have a Dream" speech and "Letter from Birmingham Jail" on the civil rights movement ...*

Summary of Texas State Standards Regarding Teaching about the Bible and Christianity

(10) History. The student understands the impact of political, economic, and social factors in the U.S. from the 1970s through 1990. *The student is expected to: (D) describe the causes and key organizations of the conservative resurgence of the 1980s such as the Heritage Foundation and the Moral Majority...*

(21) Citizenship. The student understands the concept of American exceptionalism as identified by Alexis de Tocqueville. *The student is expected to: (A) discuss values crucial to America's success as a constitutional republic, including liberty, egalitarianism, individualism, populism, and laissez-faire; and (B) describe how American values are different and unique from those of other nations.*

(23) Citizenship. The student understands the importance of effective leadership in a constitutional republic. *The student is expected to: (A) evaluate the contributions of significant political and social leaders in the United States such as Andrew Carnegie, Thurgood Marshall, Billy Graham ...*

(25) Culture. The student understands how people from various groups contribute to our national identity. *The student is expected to: (A) explain actions taken by people to expand economic opportunities and political rights for racial, ethnic, gender, and religious groups in American society; (C) explain how the contributions of people of various racial, ethnic, gender, and religious groups shape American culture.*

§113.42. World History Studies

(c) Knowledge and skills

(1) History. The student understands traditional historical points of reference in world history. *The student is expected to: (C) identify major causes and describe the major effects of the following important turning points in world history from 600 to 1450: the spread of major world religions and their impact on Asia, Africa, and Europe ...*

(3) History. The student understands the contributions and influence of classical civilizations from 500 BC to AD 600 on subsequent civilizations. *The student is expected to: (A) describe the major political, religious/philosophical, and cultural influences of Persia, India, China, Israel, Greece, and Rome ...*

(4) History. The student understands how, after the collapse of classical empires, new political, economic, and social systems evolved and expanded from 600 to 1450. *The student is expected to: (A) explain the development of Roman Catholicism and Eastern Orthodoxy as social and political factors in medieval Europe and the Byzantine Empire; (D) describe the interactions among Muslim, Christian, and Jewish societies in Europe, Asia, and North Africa.*

(5) History. The student understands the causes, characteristics, and impact of the European Renaissance and the Reformation from 1450 to 1750. *The student is expected to: (A) explain the political, intellectual, artistic, economic, and religious impact of the Renaissance; and (B) explain the political, intellectual, artistic, economic, and religious impact of the Reformation.*

(19) Government. The student understands how contemporary political systems have developed from earlier systems of government. *The student is expected to: (A) explain the development of democratic-republican government from its beginnings in Judeo-Christian legal tradition and classical Greece and Rome through the French Revolution; (B) identify the impact of political and legal ideas contained in the following documents: Hammurabi's Code, the Jewish Ten Commandments, Justinian's Code of Laws, Magna Carta, the English Bill of Rights, the Declaration of Independence, the U.S. Constitution, and the Declaration of the Rights of Man and of the Citizen; (C) explain the political philosophies of individuals such as John Locke, Thomas Hobbes, Voltaire, Charles de Montesquieu, Jean Jacques Rousseau, Thomas Aquinas, John Calvin ...*

(21) Citizenship. The student understands the historical development of significant legal and political concepts related to the rights and responsibilities of citizenship. *The student is expected to: (A) summarize the development of the rule of law from ancient to modern times; (B) identify the origins of ideas regarding the right to a "trial by a jury of your peers" and the concepts of "innocent until proven guilty" and "equality before the law" from sources including the Judeo-Christian legal tradition and in Greece and Rome ...*

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(22) Culture. The student understands the history and relevance of major religious and philosophical traditions. *The student is expected to: (A) describe the historical origins and central ideas in the development of monotheism; (B) describe the historical origins, central ideas, and spread of major religious and philosophical traditions, including Buddhism, Christianity...*

(23) Culture. The student understands the roles of women, children, and families in different historical cultures. *The student is expected to: (B) describe the major influences of women such as Elizabeth I, Queen Victoria, Mother Teresa, Indira Gandhi, Margaret Thatcher, and Golda Meir during major eras of world history.*

(24) Culture. The student understands how the development of ideas has influenced institutions and societies. *The student is expected to: (C) explain how the relationship between Christianity and Humanism that began with the Renaissance influenced subsequent political developments.*

(26) Science, technology, and society. The student understands how major scientific and mathematical discoveries and technological innovations affected societies prior to 1750. *The student is expected to: (C) explain the impact of the printing press on the Renaissance and the Reformation in Europe ...*

§113.43. World Geography Studies

(c) Knowledge and skills

(16) Culture. The student understands how the components of culture affect the way people live and shape the characteristics of regions. *The student is expected to: (B) describe elements of culture, including language, religion, beliefs...*

(17) Culture. The student understands the distribution, patterns, and characteristics of different cultures. *The student is expected to: (A) describe and compare patterns of culture such as language, religion, land use, education, and customs that make specific regions of the world distinctive; (B) describe major world religions, including animism, Buddhism, Christianity, Hinduism, Islam, Judaism...*

§113.44. United States Government

(c) Knowledge and skills

(1) History. The student understands how constitutional government, as developed in America and expressed in the Declaration of Independence, the Articles of Confederation, and the U.S. Constitution, has been influenced by ideas, people, and historical documents. *The student is expected to: (A) explain major political ideas in history, including the laws of nature and nature's God, unalienable rights, divine right of kings, social contract theory, and the rights of resistance to illegitimate government ...*

(B) identify major intellectual, philosophical, political, and religious traditions that informed the American founding, including Judeo-Christian (especially biblical law), English common law and constitutionalism, Enlightenment, and republicanism, as they address issues of liberty, rights, and responsibilities of individuals; (C) identify the individuals whose principles of laws and government institutions informed the American founding documents, including those of Moses...

(6) Government. The student understands the American beliefs and principles reflected in the U.S. Constitution and why these are significant. *The student is expected to: (B) explain how the federal government serves the purposes set forth in the Preamble to the U.S. Constitution; (D) evaluate constitutional provisions for limiting the role of government, including ...individual rights ...*

(16) Culture. The student understands the relationship between government policies and the culture of the United States. *The student is expected to: (A) evaluate a U.S. government policy or court decision that has affected a racial, ethnic, or religious group...*

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TEXAS STATE LAWS

§25.082 Pledges of Allegiance

(b) The board of trustees of each school district and the governing board of each open-enrollment charter school shall require students, once during each school day at each campus, to recite:

- (1) The pledge of allegiance to the United States flag in accordance with 4 U.S.C. Section 4; and
- (2) The pledge of allegiance to the state flag in accordance with Subchapter C, Chapter 3100, Government Code.

(b-1) The board of trustees of each school district and the governing board of each open-enrollment charter school shall require that the United States and Texas flags be prominently displayed in accordance with 4 U.S.C. Sections 5-10 and Chapter 3100, Government Code, in each campus classroom to which a student is assigned at the time the pledges of allegiance to those flags are recited....

§25.082 Minute of Silence

(d) The board of trustees of each school district and the governing board of each open-enrollment charter school shall provide for the observance of one minute of silence at each campus following the recitation of the pledges of allegiance to the United States and Texas flags under Subsection (b). During the one-minute period, each student may, as the student chooses, reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Each teacher or other school employee in charge of students during that period shall ensure that each of those students remains silent and does not act in a manner that is likely to interfere with or distract another student. *(Amended by: Acts 2013, 83rd Leg., R.S., Ch. 881 (H.B. 773), Sec. 1, eff. June 14, 2013. Acts 2013, 83rd Leg., R.S., Ch. 1140 (S.B. 2), Sec. 42, eff. September 1, 2013.)*

§25.901 Exercise of Constitutional Right to Pray

A public-school student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. A person may not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity. *(Added by Acts 1995, 74th Leg., ch. 260, 1, eff. May 30, 1995.)*

§26.010 Exemption from Instruction

(a) A parent is entitled to remove the parent's child temporarily from a class or other school activity that conflicts with the parent's religious or moral beliefs if the parent presents or delivers to the teacher of the parent's child a written statement authorizing the removal of the child from the class or other school activity. A parent is not entitled to remove the parent's child from a class or other school activity to avoid a test or to prevent the child from taking a subject for an entire semester. *(Added by Acts 1995, 74th Leg., ch. 260, Sec. 1, eff. May 30, 1995.)*

§29.907 Celebrate Freedom Week

To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which September 17 falls is designated as Celebrate Freedom Week in public schools. For purposes of this subsection, Sunday is considered the first day of the week.

(A) To educate students about the sacrifices made for freedom in the founding of this country and the values on which this country was founded, the week in which September 17 falls is designated as Celebrate Freedom Week in public schools. For purposes of this subsection, Sunday is considered the first day of the week.

(B) The agency, in cooperation with other state agencies who voluntarily participate, may promote Celebrate Freedom Week through a coordinated program. Nothing in this subsection shall give any other state agency the authority to develop a program that provides instruction unless funds are specifically appropriated to that agency for that purpose.

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§29.920 Winter Celebrations

(a) A school district may educate students about the history of traditional winter celebrations and allow students and district staff to offer traditional greetings regarding the celebrations, including: (1) "Merry Christmas"; (2) "Happy Hanukkah"; and (3) "happy holidays." (b) Except as provided by Subsection (c), a school district may display on school property scenes or symbols associated with traditional winter celebrations, including a menorah or a Christmas image such as a nativity scene or Christmas tree, if the display includes a scene or symbol of: (1) more than one religion; or (2) one religion and at least one secular scene or symbol. (c) A display relating to a traditional winter celebration may not include a message that encourages adherence to a particular religious belief. *(Added by Acts 2013, 83rd Leg., R.S., Ch. 236 (H.B. 308), Sec. 1, eff. June 14, 2013.)*

36 U.S. Code §106 – Constitution Day & Citizenship Day

(B) To commemorate the formation and signing on September 17, 1787, of the Constitution and recognize all who, by coming of age or by naturalization, have become citizens.
(C) The President may issue each year a proclamation calling on United States Government officials to display the flag of the United States on all government buildings on Constitution Day and Citizenship Day and inviting the people of the United States to observe Constitution Day and Citizenship Day.
(D) The civil and educational authorities of States, counties, cities, and towns are urged to make plans for the proper observance of Constitution Day and Citizenship Day and for the complete instruction of citizens in their responsibilities and opportunities as citizens of the United States and of the State and locality in which they reside.

36 U.S. Code §108 – Constitution Week

(2) Inviting the people of the United States to observe Constitution Week, in schools, churches, and other suitable places, with appropriate ceremonies and activities.

36 U.S. Code §110 – Flag Day

(B) The President is requested to issue each year a proclamation

(1) Calling on United States Government officials to display the flag of the United States on all Government buildings on Flag Day and
(2) Urging the people of the United States to observe Flag Day as the anniversary of the adoption of June 14, 1777, by the Continental Congress of the Stars and Stripes as the official flag of the United States.

36 U.S. Code §113 – Law Day

(b) **Purpose** – Law Day, U.S.A., is a special day of celebration by the people of the United States –

(c) **Proclamation** – The President is requested to issue a proclamation –

(1) calling on all public officials to display the flag of the United States on all Government buildings on Law Day, U.S.A.; and
(2) inviting the people of the United States to observe Law Day, U.S.A., with appropriate ceremonies and in other appropriate ways, through public entities and private organizations and in schools and other suitable places.

36 U.S. Code §115 – Loyalty Day

(B) **Purpose** – Loyalty Day is a special day for the reaffirmation of loyalty to the United States and for the recognition of the heritage of American freedom.

(C) **Proclamation** – The President is requested to issue a proclamation

(1) calling on United States government officials to display the flag of the United States on all Government buildings on Loyalty Day;
(2) Inviting the people of the United States to observe Loyalty Day with appropriate ceremonies in schools and other suitable places.

Summary of Texas State Standards Regarding Teaching about the Bible and Christianity

36 U.S. Code §144 – Patriot Day

(B) The President is requested to issue each year a proclamation calling on:

- (1) State and local governments and the people of the United States to observe Patriot Day with appropriate programs and activities.
- (2) All departments, agencies, and instrumentalities of the United States and interested organizations and individuals to display the flag of the United States at half-staff on Patriot Day in honor of the individuals who lost their lives as a result of the terrorist attacks against the United States that occurred on September 11, 2001;
- (3) The people of the United States to observe a moment of silence (at 8:46 AM) on Patriot Day in honor of the individuals who lost their lives as a result of the terrorist attacks against the United States that occurred on September 11, 2001.

Texas Constitution Preamble

Humbly invoking the blessings of Almighty God, the people of the State of Texas, do ordain and establish this Constitution.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Utah State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2016 and 2010 Utah State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.schools.utah.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Utah Core Standards for English Language Arts 2013

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards – Research to Build and Present Knowledge

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

Standard I: Students will recognize and describe how individuals and families are both similar and different.

Objective 1: Identify how individuals are similar and different. a. Describe and compare characteristics of self and others (e.g., differences in gender, height, language, beliefs, and color of skin, eyes, hair).

Objective 2: Recognize and describe how families have both similar and different characteristics. d. Share how families celebrate occasions such as birthdays and holidays.

Standard II: Students will recognize their roles and responsibilities of being a good citizen.

Objective 1: Demonstrate appropriate ways to behave in different settings. d. Identify examples of honesty, responsibility, patriotism, and courage from history, literature, and folklore, as well as from everyday life (e.g., heroes of diverse cultures).

Objective 3: Investigate and explain how symbols and songs unite families and classmates. b. Recognize state and national symbols (e.g., state and national flags, bald eagle, seagull, Statue of Liberty). c. Learn and sing state and U.S. patriotic songs. d. Identify the people and events honored in Utah and U.S. commemorative holidays. e. Know the words and meaning of the Pledge of Allegiance.

Summary of Utah State Standards Regarding Teaching about the Bible and Christianity

Grade 1

Standard I: Students will recognize their roles and responsibilities in the school and in the neighborhood.

Objective 3: Name school, neighborhood, Utah state, and national symbols, landmarks, and documents.

b. Identify neighborhood and community symbols and landmarks (*i.e.*, firehouse, city hall, churches, other landmarks, city festivals). **d.** Identify national symbols, documents, and landmarks (*e.g.*, Declaration of Independence, U.S. Constitution, Liberty Bell, Washington Monument). **e.** Demonstrate respect for patriotic practices and customs (*e.g.*, Pledge of Allegiance and flag etiquette).

Grade 2

Standard I: Students will recognize and describe how people within their community, state, and nation are both similar and different.

Objective 1: Examine and identify cultural differences within the community. **a.** Explain the various cultural heritages within their community. **b.** Explain ways people respect and pass on their traditions and customs. **c.** Give examples of how families in the community borrow customs or traditions from other cultures.

Objective 2: Recognize and describe the contributions of different cultural groups in Utah and the nation.

d. Compare and contrast elements of two or more cultures within the state and nation (*e.g.*, language, food, clothing, shelter, traditions, and celebrations).

Standard II: Students will recognize and practice civic responsibility in the community, state, and nation.

Objective 1: Examine civic responsibility and demonstrate good citizenship. **b.** Explain the benefits of being a U.S. citizen (*e.g.*, responsibilities, freedoms...). **d.** Identify state and national activities (*e.g.*, voting, Pledge of Allegiance, holidays).

Objective 3: Investigate and show how communities, state, and nation are united by symbols that represent citizenship in our nation. **a.** Explain the significance of various community, state, and national celebrations (*e.g.*, Memorial Day, Independence Day, and Thanksgiving). **b.** Identify community and state symbols, documents and landmarks (*e.g.*, city hall, county courthouse, state capitol, Utah State Constitution, flag, holidays). **c.** Identify and explain the significance of various national symbols, documents, and landmarks (*e.g.*, Declaration of Independence, Constitution, flag, Pledge of Allegiance, national monuments, national capitol building).

Grade 3

Standard II: Students will understand cultural factors that shape a community.

Objective 1: Evaluate key factors that determine how a community develops.

Indicators: **a.** Identify the elements of culture (*e.g.* language, religion, customs, artistic expression, systems of exchange).

Standard III: Students will understand the principles of civic responsibility in classroom, community, and country.

Objective 1: Describe the rights and responsibilities inherent in being a contributing member of a community.

Indicators: **a.** Identify how these rights and responsibilities are reflected in the patriotic symbols and traditions of the United States (*i.e.* Pledge of Allegiance, flag etiquette).

Grade 4

Standard II: Students will understand how Utah's history has been shaped by many diverse people, events, and ideas.

Objective 1: Describe the historical and current impact of various cultural groups on Utah.

Indicators: **b.** Explore points of view about life in Utah from a variety of cultural groups using primary source documents. **c.** Explore cultural influences from various groups found in Utah today (*e.g.* food, music, religion, dress, festivals).

Objective 2: Describe ways that Utah has changed over time.

Indicators: **a.** Identify key events and trends in Utah history and their significance (*e.g.* American Indian settlement, European exploration, Mormon settlement, westward expansion...).

Summary of Utah State Standards Regarding Teaching about the Bible and Christianity

Standard III: Students will understand the roles of civic life, politics, and government in the lives of Utah citizens.

Objective 1: Describe the responsibilities and rights of individuals in a representative government as well as in the school and community.

Indicators: a. Identify rights of a citizen (*e.g. voting, peaceful assembly, freedom of religion*). g. Recognize and demonstrate respect for United States and Utah symbols (*i.e. Pledge of Allegiance, flag etiquette*).

Grade 5

Standard I: Students will understand how the exploration and colonization of North America transformed human history.

Objective 1: Describe and explain the growth and development of the early American colonies.

Indicators: d. Determine reasons for the exploration of North America (*e.g., religious, economic, political*). e. Compare the geographic and cultural differences between the New England, Middle, and Southern colonies (*e.g., religious, economic, political*).

Standard III: Students will understand the rights and responsibilities guaranteed in the United States Constitution and Bill of Rights.

Objective 1: Assess the underlying principles of the US Constitution as the framework for the United States' form of government, a compound constitutional republic.

Indicators: f. Discover the basis for the patriotic and citizenship traditions we have today (*i.e. Pledge of Allegiance, flag etiquette, voting*).

Objective 2: Assess how the US Constitution has been amended and interpreted over time, and the impact these amendments have had on the rights and responsibilities of citizens of the United States.

Indicators: a. Explain the significance of the Bill of Rights. c. Analyze the impact of the Constitution on their lives today (*e.g. freedom of religion, speech, press, assembly, and petition*).

Grade 6

Standard I: Students will understand how ancient civilizations developed and how they contributed to the current state of the world.

Objective 2: Evaluate how religion has played a central role in human history from ancient times to today.

Indicators: a. Explore the importance of religion in the cultural expression of ancient civilizations (*e.g. customs, artistic expression, creation stories, architecture of sacred spaces*). b. Identify key tenets of the major world religions (*i.e. Buddhism, Christianity, Hinduism, Islam, Judaism*). c. Analyze how religious ideas influence current issues.

Standard II: Students will understand the transformation of cultures during the Middle Ages and the Renaissance and the impact of this transformation on modern times.

Objective 2: Explore the importance of religion in the Middle Ages and the Renaissance and its relevance to modern times.

Indicators: a. Explain the influence of religion on cultural expression (*e.g. the arts, architecture, government, education, family structure*). b. Compare relations between the Muslim, Christian, and Jewish faiths during the Middle Ages, Renaissance, and the modern world (*e.g. Crusades, periods of peaceful coexistence, periods of conflict*).

Standard III: Students will understand how revolutions have had an impact on the modern world.

Objective 1: Understand processes of revolution.

Indicators: a. Examine social, religious, and economic issues that may lead to revolution.

Objective 2: Analyze the impact of selected revolutions.

Indicators: a. Identify representative people from selected revolutions (*e.g., ..., Martin Luther, ...*).

Summary of Utah State Standards Regarding Teaching about the Bible and Christianity

Grades 7 – 12

Utah Studies

UT Strand 4: Utah in the World

Possible Guiding Questions to Consider:

- *How do various ethnic and religious communities in Utah maintain and celebrate their unique cultures?*

UT Standard 4.4: Students will use data and other evidence related to a cultural, ethnic, or religious group in Utah to interpret the group's historic/current conditions and experiences.

U.S. History I

U.S. I Strand 1: Three Worlds Meet

Possible Guiding Questions to Consider:

- *What were the motives that led to European exploration?*
- *How is your own cultural history woven into the history of America?*

U.S. I Standard 1.2: Students will compare and evaluate historians' interpretations of the motivations and conditions that led to European exploration.

U.S. I Strand 2: Colonization

Possible Guiding Questions to Consider:

- *What role did the concepts of self-government and religious freedom play in the colonial era?*

U.S. I Standard 2.1: Students will identify the economic, social, and geographic factors that influenced the colonization efforts of the Dutch, English, French, and Spanish.

U.S. I Strand 4: The U. S. Constitution

Possible Guiding Questions to Consider:

- *What vision of civic virtue is evident in the Constitution?*

U.S. I Standard 4.3: Students will use historic case studies and current events to trace how and explain why the rights, liberties, and responsibilities of citizens have changed over time.

U.S. I Standard 4.4: Students will use evidence to explain how the Constitution is a transformative document that contributed to American exceptionalism.

World Geography

WG Strand 3: Culture

Culture is the total sum of human expression. A culture's purpose, as well as how and where cultures originate, diffuse, and change, are all topics worth studying. Students will explore religion, language, ethnicity and other cultural characteristics by looking at patterns and processes. As students explore what people care about and care for, they can learn not only about other cultures but also about the unique attributes of their own culture.

Possible Guiding Questions to Consider:

- *How do cultures maintain their identities and traditions?*
- *How are humans shaped and influenced by their own cultures?*

WG Standard 3.5: Students will explain how the basic tenets of world religions affect the daily lives of people.

World History

WH Strand 2: The Rise of Classical Societies

Possible Guiding Questions to Consider:

- *Why did many of the great world religions and philosophies develop at roughly the same time period?*
- *How did these great world religions and philosophies influence their regions through cultural diffusion?*
- *What patterns existed in the spread of world religions?*

WH Standard 2.1: Students will identify and explain patterns in the development and diffusion and syncretism of world religions and philosophies, including Judaism, Hinduism, Greek philosophy, Confucianism, Buddhism, Christianity, and Islam.

WH Standard 2.4: Students will explain the impact of early trans-regional trade on the diffusion of religion, ideas, technology, and other aspects of culture.

Summary of Utah State Standards Regarding Teaching about the Bible and Christianity

WH Strand 3: An Age of Expanding Connections

WH Standard 3.4: Students will explain the social, political, religious, technological, and economic changes in medieval Europe that created a context for later European colonization.

WH Standard 3.5: Students will identify patterns in the diffusion of technology, writing, religion, political systems, and other elements of civilization, using case studies such as the Chinese impact on Japan, the Arab impact on Mali, the Byzantine impact on Russia, the Roman impact on Europe, and the Olmec impact on later American civilizations.

United States Government and Citizenship

U.S. GOV Strand 2: Civil Liberties, Civil Rights, and Responsibilities

American citizenship brings with it civil liberties, civil rights, and responsibilities. Students must know their rights and responsibilities and understand the extent of those rights. Students should be able to defend their own rights and the rights of others, understanding that the Constitution and its amendments extend protections to individuals who may not share their views. Our nation's future rests on the ability and willingness of every generation to fulfill their civic responsibilities.

U.S. GOV Standard 2.1: Students will use historic and modern case studies, including Supreme Court cases, amendment initiatives, and legislation to trace the application of civil liberties, civil rights, and responsibilities spelled out in the Constitution, the Bill of Rights, and other amendments.

U.S. GOV Standard 2.2: Students will examine various perspectives on a current rights-related issue; take a position; defend that position using the Constitution and Bill of Rights, historical precedents, Supreme Court decisions, and other relevant resources; and share that position, when possible, with relevant stakeholders.

UTAH STATE LAWS

§53A-11-901.5 Period of Silence

A teacher may provide for the observance of a period of silence each school day in a public school. *(Renumbered & Amended by Chapter 10, 1997 General Session)*

§53A-13-101.1 Maintaining Constitutional Freedoms in the Public Schools

(1) Any instructional activity, performance, or display which includes examination of or presentations about religion, political or religious thought or expression, or the influence thereof on music, art, literature, law, politics, history, or any other element of the curriculum, including the comparative study of religions, which is designed to achieve secular educational objectives included within the context of a course or activity and conducted in accordance with applicable rules of the state and local boards of education, may be undertaken in the public schools.

(2) No aspect of cultural heritage, political theory, moral theory, or societal value shall be included within or excluded from public school curricula for the primary reason that it affirms, ignores, or denies religious belief, religious doctrine, a religious sect, or the existence of a spiritual realm or Supreme Being.

(3) Public schools may not sponsor prayer or religious devotionals.

(4) School officials and employees may not use their positions to endorse, promote, or disparage a particular religious, denominational, sectarian, agnostic, or atheistic belief or viewpoint. *(Enacted by Chapter 95, 1993 General Session)*

§53A-13-101.3 Expressions of belief – Discretionary time

(1) Expression of personal beliefs by a student participating in school-directed curricula or activities may not be prohibited or penalized unless the expression unreasonably interferes with order or discipline, threatens the well-being of persons or property, or violates concepts of civility or propriety appropriate to a school setting.

(2) (a) As used in this section, "discretionary time" means non-instructional time during which a student is free to pursue personal interests. (b) Free exercise of voluntary religious practice or freedom of speech by students during

Summary of Utah State Standards Regarding Teaching about the Bible and Christianity

discretionary time shall not be denied unless the conduct unreasonably interferes with the ability of school officials to maintain order and discipline, unreasonably endangers persons or property, or violates concepts of civility or propriety appropriate to a school setting.

(3) Any limitation under Sections 53A-13-101.2 and 53A-13-101.3 on student expression, practice, or conduct shall be by the least restrictive means necessary to satisfy the school's interests as stated in those sections, or to satisfy another specifically identified compelling governmental interest. *(Enacted by Chapter 95, 1993 General Session)*

§53A-13-101.4 Study and Posting of American Heritage Documents

(1) The Legislature recognizes that a proper understanding of American history and government is essential to good citizenship, and that the public schools are the primary public institutions charged with responsibility for assisting children and youth in gaining that understanding.

(3) School curricula and activities shall include a thorough study of historical documents such as: (a) the Declaration of Independence; (b) the United States Constitution; (c) the national motto; (d) the pledge of allegiance; (e) the national anthem; (f) the Mayflower Compact; (g) the writings, speeches, documents, and proclamations of the Founders and the Presidents of the United States; (h) organic documents from the pre-Colonial, Colonial, Revolutionary, Federalist, and post Federalist eras; (i) United States Supreme Court decisions; (j) Acts of the United States Congress, including the published text of the Congressional Record; and (k) United States treaties.

(4) To increase student understanding of, and familiarity with, American historical documents, public schools may display historically important excerpts from, or copies of, those documents in school classrooms and common areas as appropriate.

(5) There shall be no content-based censorship of American history and heritage documents referred to in this section due to their religious or cultural nature.

(6) Public schools shall display 'In God we trust,' which is declared in 36 U.S.C. 302 to be the national motto of the United States, in one or more prominent places within each school building. *(Amended by Chapter 298, 2011 General Session)*

§53A-13-101.6 Instruction on the Flag of the United States of America

(3) (a) The pledge of allegiance to the flag shall be recited: (i) at the beginning of the day in each elementary public school in the state; and (ii) once a week at the beginning of a school day in each public secondary school in the state. *(Amended by Chapter 426, 2012 General Session)*

§53A-13-109 Civic and Character Education -- Definitions -- Legislative finding -- Elements

(1) As used in this section: (a) "Character Education" means reaffirming values and qualities of character which promote an upright and desirable citizenry. (b) "Civic Education" means the cultivation of informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of representative democracy in Utah and the United States. (c) "Values" means time-established principles or standards of worth.

(2) The Legislature recognizes that: (a) Civic and Character Education are fundamental elements of the public education system's core mission as originally intended and established under Article X of the Utah Constitution; (b) Civic and Character Education are fundamental elements of the constitutional responsibility of public education and shall be a continuing emphasis and focus in public schools; (c) the cultivation of a continuing understanding and appreciation of representative democracy in Utah and the United States among succeeding generations of educated and responsible citizens is important to the nation and state; (d) the primary responsibility for the education of children within the state resides with their parents or guardians and that the role of state and local governments is to support and assist parents in fulfilling that responsibility; (e) public schools fulfill a vital purpose in the preparation of succeeding generations of informed and responsible citizens who are deeply attached to essential democratic values and institutions; and (f) the happiness and security of American society relies upon the public virtue of its citizens which requires a united commitment to a moral social order where self-interests are willingly subordinated to the greater common good.

(3) Through an integrated curriculum, students shall be taught in connection with regular school work: (a) honesty, integrity, morality, civility, duty, honor, service, and obedience to law; (b) respect for and an understanding of the

Summary of Utah State Standards Regarding Teaching about the Bible and Christianity

Declaration of Independence and the Constitutions of the United States and of the State of Utah; (c) Utah history, including territorial and preterritorial development to the present; (d) the essentials and benefits of the free enterprise system; (e) respect for parents, home, and family; (f) the dignity and necessity of honest labor; and (g) other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution.

(4) Local school boards and school administrators may provide training, direction, and encouragement, as needed, to accomplish the intent and requirements of this section and to effectively emphasize Civic and Character Education in the course of regular instruction in the public schools.

(5) Civic and Character Education in public schools are: (a) not intended to be separate programs in need of special funding or added specialists to be accomplished; and (b) core principles which reflect the shared values of the citizens of Utah and the founding principles upon which representative democracy in the United States and the state of Utah are based. *(Enacted by Chapter 196, 2004 General Session)*

R277-105-4 Creation and Implementation of Curriculum

A. A study, performance, or display which includes examination of or presentations about religion, religious thought or expression, or the influence thereof in music, art, literature, law, politics, history, or any other portion of the curriculum may be undertaken in the public schools so long as it is designed to achieve permissible educational objectives and is presented within the context of the approved curriculum.

B. The objective study of comparative religions is permissible, but no religious tenet, belief, or denomination may be given inappropriate emphasis.

C. No aspect of cultural heritage, political or moral theory, or societal value may be either included or excluded from consideration in the public schools primarily because it explicitly or implicitly contains theistic, agnostic, or atheistic assumptions.

D. An analysis of religion, deity, an absolute moral principle, or any other concept that may contain a theistic, agnostic, or non-theistic assumption, may be presented when included as an appropriate component or aspect of a broader study, display, presentation, or discussion regarding cultural heritage, political theory, moral theory or a societal value.

R277-105-5 Requests for Waiver of Participation in School Activities

A. A parent, a legal guardian of a student, or a secondary student may request a waiver of participation in any portion of the curriculum or school activity which the requesting party believes to be an infringement upon a right of conscience or the exercise of religious freedom in any of the following ways:

- (1) it would require an affirmation or denial of a religious belief or right of conscience;
- (2) it would require participation in a practice forbidden by a religious belief or practice, or right of conscience;
- or
- (3) it would bar participation in a practice required by a religious belief or practice, or right of conscience.

B. A claimed infringement under Subsection A must rise to a level of belief that the requested conduct violates a superior duty which is more than personal preference.

C. If a minor student seeks a waiver of participation under Subsection A, the school shall promptly notify the student's parent or legal guardian about the student's choice. In the event of a conflict, a parent's or legal guardian's wishes shall prevail over those of a minor student.

D. A parent, guardian, or secondary student requesting a waiver of participation under Subsection A may also suggest an alternative that requires reasonably equivalent performance by the student of the objective of the curriculum or activity that is believed to be objectionable.

E. In responding to a request under Subsection A, the school shall:

- (1) waive participation by the student in the objectionable curriculum or activity;
- (2) provide a reasonable alternative as suggested by the parent or secondary student, or other reasonable alternative developed in consultation with the requesting party, that will achieve the objectives of the portion of the curriculum or activity for which waiver is sought; or
- (3) deny the request.

Summary of Utah State Standards Regarding Teaching about the Bible and Christianity

F. A request for waiver of required participation shall not be denied unless the responsible school official finds that requiring the participation of that particular student is the least restrictive means necessary to achieve a specifically identified educational objective in furtherance of a compelling governmental interest.

G. In responding to a request under Subsection A, the school shall not require an affected student to accept a sub-standard or educationally deficient alternative that is unreasonably burdensome.

H. Permitting the submission of requests for participation waivers, and the provision of reasonable alternatives, is intended to facilitate appropriate protection and accommodation of a requesting party's asserted right of conscience or exercise of religious freedom and shall not be considered to be an attempt by a school official to endorse, promote or disparage a particular religious or non-religious viewpoint.

R277-105-6 Student Expression

A. A student participating in a classroom discussion, presentation, or assignment, or in a school sponsored activity, shall not be prohibited from expressing personal beliefs of any kind nor be penalized for so doing, unless the conduct:

- (1) unreasonably interferes with order or discipline;
- (2) threatens the well-being of persons or property; or
- (3) violates concepts of civility or propriety appropriate in a school setting.

B. Students may initiate and conduct voluntary religious activities or otherwise exercise their religious freedom on school grounds during discretionary time. Individuals not currently enrolled as students in the school may neither conduct nor regularly attend the activities. School officials may neither conduct nor actively participate in the activities, but may be present as necessary to ensure proper observance of school rules and may limit or prohibit student activities under this section which:

- (1) unreasonably interfere with the ability of school officials to maintain order and discipline;
- (2) threaten the well-being of persons or property; or
- (3) violate concepts of civility or propriety appropriate in a school setting.

R277-105-7 Religious Services and Church-Owned Facilities

A. Public school officers and employees may neither authorize nor encourage prayer or devotional activities in connection with any class, program, presentation or other student activity which is under the control, direction, or sponsorship of an LEA or public school. This Subsection shall not act to restrict student rights under R277-105-6.

B. No school employee or student may be required to attend or participate in any religious service, whether in an individual capacity or as a member of a performing group, regardless of where or when the service is held. No penalty may be assessed for failure to attend or perform in such an activity.

C. Subject to the requirements of Subsection R277-105-5, students who are members of performing groups such as school choirs may be required to rehearse or otherwise perform in a church-owned or operated facility if the following conditions are met:

- (1) the performance is not part of a religious service;
- (2) the activity of which the performance is a part is neither intended to further a religious objective nor under the direction of a church official; and
- (3) the activity is open to the general public.

D. Students may voluntarily attend and perform during a religious service as individuals or as members of a group, provided all arrangements are made by students or non-school personnel.

E. Religious activities may be conducted on the same basis as any other non-school activity outside of regular school hours.

F. Subject to the requirements of R277-105-5, students may be required to visit church-owned facilities when religious services are not being conducted if the visit is intended solely for the purpose of pursuing permissible educational objectives such as those relating to art, music, architecture, or history.

Utah Constitution Preamble

Grateful to Almighty God for life and liberty, we, the people of Utah, in order to secure and perpetuate the principles of free government, do ordain and establish this CONSTITUTION.

Summary of Vermont State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2020 Vermont State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.education.vermont.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Vermont English Language Arts Standards 2010

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

RL.9 – 10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

RI.9 – 10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grade 8 *Reading standards to literature* (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

W.9 – 10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- a. Apply grades 9 – 10 *Reading standards to literature* (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Civics

Students act as productive citizens by understanding the history, principles and foundations of our American democracy, and by acquiring the ability to become engaged in civic and democratic processes.

Grades K – 2

Civic and Political Institutions

- b. Explain how all people, not just official leaders, play important roles in a community.

Processes, Rules and Laws

- b. Describe how people have tried to improve their communities over time.

Summary of Vermont State Standards Regarding Teaching about the Bible and Christianity

Grades 3 – 5

Civic and Political Institutions

c. Explain how groups of people make rules to create responsibilities and protect freedoms.

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

b. Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.

Processes, Rules and Laws

c. Illustrate historical and contemporary means of changing society.

Grades 9 – 12

Participation and Deliberation: Applying Civic Virtues and Democratic Principles

b. Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights.

Geography

Students use geographic inquiry and reasoning to propose solutions to local, national and global issues

Grades K – 2

Human Environment Interaction: Place, Regions, and Culture

b. Identify some cultural, economic and environmental characteristics of specific places and describe how human activities can affect those characteristics.

Human Population: Spatial Patterns and Movements

a. Explain why and how people, goods and ideas move from place to place by describing the connections between the physical environment and economic activity.

Grades 3 – 5

Human Environment Interaction: Place, Regions, and Culture

b. Describe how environmental, economic and cultural characteristics influence population distribution in specific places or regions and explain how the characteristics change over time.

Human Population: Spatial Patterns and Movements

a. Explain how cultural, economic, technological and environmental characteristics affect the distribution and movement of people, goods and ideas.

Grades 6 – 8

Human Environment Interaction: Place, Regions, and Culture

b. Analyze the combinations of cultural, environmental and economic characteristics that make places both similar to and different from other places.

Grades 9 – 12

Human Environment Interaction: Place, Regions, and Culture

b. Evaluate how political and economic decisions have influenced the impact of human settlement and activities on the environmental and cultural characteristics of various places and regions.

History

Students understand and evaluate change and continuity over time by making appropriate use of historical evidence in answering questions and developing arguments about the past.

Grades K – 2

Change, Continuity, and Context

b. Compare life in the past to life today; explore individuals and groups who have shaped a significant historical change.

Perspectives

a. Compare different perspectives of the past to the present, and different accounts of the same historical event.

[Editor's note: compare the four accounts, the Gospels, of the birth, life, death & resurrection of Christ]

Summary of Vermont State Standards Regarding Teaching about the Bible and Christianity

Grades 3 – 5

Change, Continuity, and Context

b. Compare life in specific historical time periods to life today; explore individuals and groups who have shaped significant historical changes and continuities.

Grades 6 – 8

Change, Continuity, and Context

a. Analyze connections among events and developments and the individuals or groups who shaped them to understand their historical context and significance.

Grades 9 – 12

Change, Continuity, and Context

a. Evaluate how historical events and developments were shaped by unique circumstances, individuals, or groups as well as broader historical contexts.

Perspectives

a. Analyze and explain how historical context shapes people's perspectives and written history/ and how people's perspectives then shape history.

VERMONT STATE LAWS

§1051 Statement of public policy

It is the policy of the state of Vermont to cooperate with religious groups by adjusting the schedule of public schools to provide periodic released time for religious instruction, provided that such adjustments do not interfere with the conduct of secular educational programs in the schools. (*Added 1969, No. 260 (Adj. Sess.), eff. Sept. 1, 1970.*)

§1053 Duty to cooperate in periodic released time program

If requested by a religious group, the board of directors or trustees of a school district shall make available periodic released time, provided that the granting of released time will not interfere with the conduct of secular education programs within the school system. On request of a religious group, periodic released time religious education courses shall be included in public school catalogs and listings of course offerings, provided that all periodic released time religious education course offerings shall be identified as given under the provisions of this chapter. (*Added 1969, No. 260 (Adj. Sess.), eff. Sept. 1, 1970.*)

Vermont Constitution Preamble

Chapter 1, Article 3

That all persons have a natural and unalienable right, to worship Almighty God, according to the dictates of their own consciences and understandings, as in their opinion shall be regulated by the word of God; ... Nevertheless, every sect or denomination of Christians ought to observe the Sabbath or Lord's day, and keep up some sort of religious worship, which to them shall seem most agreeable to the revealed will of God.

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

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Summary of Virginia State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2015 Virginia State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.doe.virginia.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Social Studies

Kindergarten

Introduction to History and Social Science: Focus on the Community

Civics

K.11 The student will develop an understanding of how communities express patriotism through events and symbols by **a)** recognizing the American flag; **b)** recognizing the Pledge of Allegiance; **c)** knowing that the president is the leader of the United States; and **d)** recognizing the holidays and the people associated with the holidays Thanksgiving Day; Martin Luther King, Jr., Day; George Washington Day (Presidents' Day); Independence Day (Fourth of July).

Grade 1

Introduction to History and Social Science: Focus on the Commonwealth of Virginia

History

1.4 The student will describe the lives of people associated with major holidays, including **a)** George Washington Day (Presidents' Day) **b)** Independence Day (Fourth of July) **c)** Martin Luther King, Jr., Day.

Civics

1.11 The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by demonstrating respect for the American flag by learning about the Pledge of Allegiance.

1.12 The student will recognize the symbols and traditional practices that honor the Commonwealth of Virginia by **a)** identifying the Virginia flag; state capitol building, state bird, and state flower; **b)** describing why people have symbols and traditions.

1.13 The student will understand that the people of Virginia **a)** have state and local government officials who are elected by voters; **b)** make contributions to their communities; and **c)** include people who have diverse ethnic origins, customs, and traditions and are united as Americans by common principles.

Grade 2

Introduction to History and Social Science: Focus on the United States of America

History

2.4 The student will describe how the contributions of selected individuals changed the lives of Americans, with emphasis on **a)** Christopher Columbus **b)** Benjamin Franklin **c)** Abraham Lincoln **d)** George Washington Carver **e)** Helen Keller **f)** Thurgood Marshall **g)** Rosa Parks **h)** Jackie Robinson **i)** Cesar Chavez **j)** Martin Luther King, Jr.

2.5 The student will describe why United States citizens celebrate major holidays, including **a)** Martin Luther King, Jr., Day **b)** George Washington Day (Presidents' Day) **c)** Memorial Day **d)** Independence Day (Fourth of July) **e)** Labor Day **f)** Columbus Day **g)** Veterans Day **h)** Thanksgiving Day.

Civics

2.12 The student will understand that the people of the United States of America **a)** make contributions to their communities; **b)** vote in elections; **c)** are united as Americans by common principles; and **d)** have the individual rights to life, liberty, and the pursuit of happiness as well as equality under the law.

2.13 The student will understand the symbols and traditional practices that honor and foster patriotism in the United States of America by **a)** explaining the meaning behind symbols such as the American flag, bald eagle, Washington Monument, and Statue of Liberty; and **b)** learning the words and meaning of the Pledge of Allegiance.

Summary of Virginia State Standards Regarding Teaching about the Bible and Christianity

Grade 3

Introduction to History and Social Science: Focus on Ancient World Cultures

Civics

3.13 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions and are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

Grades 4 - 12

Virginia Studies

Colonization and Conflict: 1607 through the American Revolution

VS.3 The student will demonstrate knowledge of the first permanent English settlement in America by **a)** explaining the reasons for English colonization; ...

Political Growth and Western Expansion: 1781 to the Mid 1800s

VS.6 The student will demonstrate an understanding of the role of Virginia in the establishment of the new American nation by ... **b)** identifying the ideas of George Mason, as expressed in the Virginia Declaration of Rights, and Thomas Jefferson, as expressed in the Virginia Statute for Religious Freedom; ...

United States History to 1865

Exploration to Revolution: Pre-Columbian Times to the 1770s

USI.5 The student will demonstrate knowledge of the factors that shaped colonial America by **a)** describing the religious and economic events and conditions that led to the colonization of America; ...

Revolution and the New Nation: 1770s to the Early 1800s

USI.6 The student will apply social science skills to understand the causes and results of the American Revolution by **a)** explaining the issues of dissatisfaction that led to the American Revolution; **b)** describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;...

Civics and Economics

CE.2 The student will apply social science skills to understand the foundations of American constitutional government by **a)** explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government; **b)** examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights; **c)** describing the purposes for the Constitution of the United States as stated in its Preamble;...

CE.3 The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by **a)** describing the processes by which an individual becomes a citizen of the United States; **b)** describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;...

World Geography

WG.3 The student will apply the concept of a region by **a)** explaining how characteristics of regions have led to regional labels; **b)** describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants; **c)** analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions;...

World History and Geography to 1500 A.D. (C.E.)

Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)

WHI.3 The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by **a)** locating these civilizations in time and place and describing their major geographic features; **b)**

Summary of Virginia State Standards Regarding Teaching about the Bible and Christianity

describing the development of social, political, and economic patterns, including slavery; **c)** explaining the development and interactions of religious traditions; **d)** describing the origins, beliefs, traditions, customs, and spread of Judaism;...

Essential Knowledge: Beliefs, traditions, and customs of Judaism: ▪ Belief in one God (monotheism) ▪ Torah, which contains the written records and beliefs of the Jews ▪ Ten Commandments, which state moral and religious conduct ▪ Covenant (*History and Social Science Standards of Learning Curriculum Framework, 2015: World History and Geography to 1500 A.D. (C.E.).* p. 18)

Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)

WHI.7 The student will apply social science skills to understand the development of Christianity by **a)** describing the origins, beliefs, traditions, customs, and spread of Christianity in time and place; **b)** explaining the unifying role of the Church in Europe after the collapse of Rome; and **c)** sequencing events related to the spread and influence of Christianity and the Catholic Church throughout Europe.

Essential Knowledge: Beliefs, traditions, and customs of Christianity: ▪ Monotheism ▪ Jesus as both Son and incarnation of God ▪ Life after death ▪ New Testament, containing accounts of the life and teachings of Jesus, as well as writings of early Christians ▪ Christian doctrines established by early church councils. (*History and Social Science Standards of Learning Curriculum Framework, 2015: World History and Geography to 1500 A.D. (C.E.).* p. 36)

Postclassical Civilizations, 300 to 1000 A.D. (C.E.)

WHI.10 The student will apply social science skills to understand Western Europe during the Middle Ages from about 500 to 1000 A.D. (C.E.) in terms of its impact on Western civilization by **a)** locating and describing the societies of Western Europe during the Middle Ages in time and place; **b)** describing the social, religious, and cultural development of the Franks, with emphasis on the Age of Charlemagne; **c)** explaining the social, religious, and cultural development of the Magyars and Anglo-Saxons; **d)** describing the social, religious, and cultural patterns of the Vikings; ...

World History and Geography: 1500 A.D. (C.E.) to the Present

WHII.2 The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by **a)** locating major states and empires; **b)** describing artistic, literary, and intellectual ideas of the Renaissance; **c)** describing the distribution of major religions; ...

Emergence of a Global Age, 1500 to 1800 A.D. (C.E.)

WHII.3 The student will apply social science skills to understand the Reformation in terms of its impact on Western civilization by **a)** explaining the effects of the theological, political, and economic differences that emerged, including the views and actions of Martin Luther, John Calvin, Henry VIII, and Elizabeth I; **b)** describing the impact of religious conflicts, the Inquisition, and the Catholic Reformation on society and government actions; and **c)** describing how the Reformation led to changing cultural values, traditions, and philosophies, and assessing the role of the printing press.

The Modern Era

WHII.15 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by **a)** describing their beliefs, sacred writings, traditions, and customs; **b)** locating the geographic distribution of religions in the contemporary world.

Virginia and United States History

Early America: Settlement and Colonization

VUS.2 The student will apply social science skills to understand the impact of the Age of Exploration by **a)** describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas; and **b)** analyzing the cultural interactions among American Indians, Europeans, and Africans.

VUS.3 The student will apply social science skills to understand early European colonization by **a)** evaluating the economic characteristics of the colonies; **b)** analyzing how social and political factors impacted the culture of the colonies; and **c)** explaining the impact of the development of indentured servitude and slavery in the colonies.

Summary of Virginia State Standards Regarding Teaching about the Bible and Christianity

Virginia and United States Government

GOVT.2 The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by ...**f)** evaluating and explaining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress.

GOVT.4 The student will apply social science skills to understand the Constitution of the United States by **a)** examining the ratification debates and *The Federalist*; **b)** evaluating the purposes for government stated in the Preamble; **c)** examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism;...

GOVT.11 The student will apply social science skills to understand civil liberties and civil rights by **a)** examining the Bill of Rights, with emphasis on First Amendment freedoms;...

VIRGINIA STATE LAWS

§22.1-202 Instruction in history and principles of the flags of United States and Virginia

A. Instruction in the history and principles of the flag of the United States and the flag of the Commonwealth shall be given in one or more grades in every school division. The instruction shall include the pledge of allegiance and the appropriate etiquette and conventions for respecting the dignity and appropriate display of such flags. In recognition of the civic heritage of the United States of America, all students shall be required to learn the Pledge of Allegiance and to demonstrate such knowledge. (*Code 1950, § 22-165; 1980, c. 559; 1996, cc. 122, 124; 1998, c. 128; 2001, c. 666.*)

§22.1-202 Pledge of allegiance to the American flag

B. To promote compliance with constitutional restrictions as well as observance of constitutional rights, the Board of Education shall, in consultation with the Office of the Attorney General, develop guidelines on constitutional rights and restrictions relating to the recitation of the pledge of allegiance to the American flag in public schools. The Board's guidelines shall include, but shall not be limited to, provisions which address the following: the initiative and involvement of local school boards, individual schools, administrators, teachers, and students; the propriety and constitutionality of any recitation or participation requirements; appropriate etiquette and conventions for respecting the dignity and appropriate display of the flag of the United States and the flag of the Commonwealth; and relevant state and federal constitutional concerns, such as freedom of speech and religion.... (*Code 1950, § 22-165; 1980, c. 559; 1996, cc. 122, 124; 1998, c. 128; 2001, c. 666.*)

§22.1-202 Guidelines developed by the Board

C. Each school board shall require the daily recitation of the Pledge of Allegiance in each classroom of the school division and shall ensure that the flag of the United States is in place in each such classroom. Each school board shall determine the appropriate time during the school day for the recitation of the Pledge. (*Code 1950, § 22-165; 1980, c. 559; 1996, cc. 122, 124; 1998, c. 128; 2001, c. 666.*)

§22.1-202.1. Comparative Religion as Elective Course

The Board of Education shall authorize local school boards to offer, as an elective in grades nine through 12 with appropriate credits toward graduation, a comparative religion class that focuses on the basic tenets, history, and religious observances and rites of world religions. (*2004, cc. 939, 955; 2006, cc. 90, 161.*)

§22.1-203 Daily Observance of One Minute of Silence

In order that the right of every pupil to the free exercise of religion be guaranteed within the schools and that the freedom of each individual pupil be subject to the least possible pressure from the Commonwealth either to engage in, or to refrain from, religious observation on school grounds, the school board of each school division shall establish the daily observance of one minute of silence in each classroom of the division.

During such one-minute period of silence, the teacher responsible for each classroom shall take care that all pupils remain seated and silent and make no distracting display to the end that each pupil may, in the exercise of his or her

Summary of Virginia State Standards Regarding Teaching about the Bible and Christianity

individual choice, meditate, pray, or engage in any other silent activity which does not interfere with, distract, or impede other pupils in the like exercise of individual choice. The Office of the Attorney General shall intervene and shall provide legal defense of this law. (*Code 1950, § 22-234.1; 1976, c. 103; 1980, c. 559; 2000, c. 1022.*)

§22.1-203.1. Student-Initiated Prayer

In order that the right of every pupil to the free exercise of religion be guaranteed within the schools and that the freedom of each individual pupil not be subject to pressure from the Commonwealth either to engage in, or to refrain from, religious observation on school grounds, consistent with constitutional principles of freedom of religion and separation of church and state, students in the public schools may voluntarily engage in student-initiated prayer. (*1994, c. 801, § 22.1-280.3; 2001, cc. 688, 820.*)

§22.1-203.2. Guidelines for Constitutional Compliance for Student Prayer

To promote compliance with constitutional restrictions as well as observance of constitutional rights, the Board of Education shall, in consultation with the Office of the Attorney General, develop guidelines on constitutional rights and restrictions relating to prayer and other religious expression in the public schools. The Board's guidelines shall include, but shall not be limited to, provisions that address the following: the initiative and involvement of local school boards, individual schools, administrators, teachers, and students; the use of school facilities and equipment, including audio systems, and class time for prayer or other religious expression; and relevant state and federal constitutional concerns, such as freedom of religion and speech and separation of church and state. These guidelines shall not be subject to the requirements of the Administrative Process Act (§ 2.2-4000 et seq.). However, in order to provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing such guidelines... (*1994, c. 801, § 22.1-280.3; 2001, cc. 688, 820.*)

§ 22.1-203.3. Religious Viewpoint Expression; Student Expression

Students may express their beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of their submissions. Home and classroom work shall be judged by ordinary academic standards of substance and relevance and other legitimate pedagogical concerns identified by the school. (*2008, c. 859.*)

§ 22.1-208.01. Character education required

A. Each school board shall establish, within its existing programs or as a separate program, a character education program in its schools, which may occur during the regular school year, during the summer in a youth development academy offered by the school division, or both. The Department of Education shall develop curricular guidelines for school divisions to use in establishing a character education program through a summer youth development academy. The purpose of the character education program shall be to instill in students civic virtues and personal character traits so as to improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The components of each program shall be developed in cooperation with the students, their parents, and the community at large. The basic character traits taught may include (i) trustworthiness, including honesty, integrity, reliability, and loyalty; (ii) respect, including the precepts of the Golden Rule, tolerance, and courtesy; (iii) responsibility, including hard work, economic self-reliance, accountability, diligence, perseverance, and self-control; (iv) fairness, including justice, consequences of bad behavior, principles of nondiscrimination, and freedom from prejudice; (v) caring, including kindness, empathy, compassion, consideration, generosity, and charity; and (vi) citizenship, including patriotism, the Pledge of Allegiance, respect for the American flag, concern for the common good, respect for authority and the law, and community-mindedness.

Classroom instruction may be used to supplement a character education program; however, each program shall be interwoven into the school procedures and environment and structured to instruct primarily through example, illustration, and participation, in such a way as to complement the Standards of Learning. The program shall also address the inappropriateness of bullying, as defined in § 22.1-276.01.

Summary of Virginia State Standards Regarding Teaching about the Bible and Christianity

This provision is intended to educate students regarding those core civic values and virtues that are efficacious to civilized society and are common to the diverse social, cultural, and religious groups of the Commonwealth. Consistent with this purpose, Virginia's civic values, which are the principles articulated in the Bill of Rights (Article I) of the Constitution of Virginia and the ideals reflected in the seal of the Commonwealth, as described in § 1-500, may be taught as representative of such civic values. Nothing herein shall be construed as requiring or authorizing the indoctrination in any particular religious or political belief.

B. The Board of Education shall establish criteria for character education programs consistent with the provisions of this section. The Department of Education shall assist school divisions in implementing character education programs and practices that are designed to promote the development of personal qualities as set forth in this section and the Standards of Quality and that will improve family and community involvement in the public schools. With such funds as are made available for this purpose, the Department of Education shall provide resources and technical assistance to school divisions regarding successful character education programs and shall **(i)** identify and analyze effective character education programs and practices and **(ii)** collect and disseminate among school divisions information regarding such programs and practices and potential funding and support sources. The Department of Education may also provide resources supporting professional development for administrators and teachers in the delivery of any character education programs.

C. The Department of Education shall award, with such funds as are appropriated for this purpose, grants to school boards for the implementation of innovative character education programs, including a summer youth development academy. (1998, c. 725; 1999, c. 944; 2003, c. 777; 2005, cc. 461, 484, 839; 2012, c. 703; 2013, c. 575.)

Virginia Constitution

Article 1. Bill of Rights

Section 16. Free exercise of religion

That religion or the duty which we owe to our Creator, and the manner of discharging it, can be directed only by reason and conviction, not by force or violence; and, therefore, all men are equally entitled to the free exercise of religion, according to the dictates of conscience; and that it is the mutual duty of all to practice Christian forbearance, love, and charity towards each other.

No establishment of religion

No man shall be compelled to frequent or support any religious worship, place, or ministry whatsoever, nor shall be enforced, restrained, molested, or burthened in his body or goods, nor shall otherwise suffer on account of his religious opinions or belief; but all men shall be free to profess and by argument to maintain their opinions in matters of religion, and the same shall in nowise diminish, enlarge, or affect their civil capacities. And the General Assembly shall not prescribe any religious test whatever, or confer any peculiar privileges or advantages on any sect or denomination, or pass any law requiring or authorizing any religious society, or the people of any district within this Commonwealth, to levy on themselves or others, any tax for the erection or repair of any house of public worship, or for the support of any church or ministry; but it shall be left free to every person to select his religious instructor, and to make for his support such private contract as he shall please.

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Summary of Washington State Standards Regarding Teaching about the Bible and Christianity

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Washington English Language Arts Learning Standards 2018

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Grade 1

EALR 4: History - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.4: Uses history to understand the present and plan for the future.

4.4.1 Understands how knowledge of family history can be used to make current choices.

Examples:

- Explains how a family marks celebrations using traditions and customs from the past.

EALR 5: Social Studies Skills - The student understands and applies reasoning skills to conduct research, deliberate, and form and evaluate positions through the processes of reading, writing, and communicating.

Summary of Washington State Standards Regarding Teaching about the Bible and Christianity

Component 5.2: Uses inquiry-based research.

5.2.1 Understands how questions are used to find out information.

Examples:

- Explains how questions can be used to find out how families celebrate holidays.
- Explains how questions can be used to find out how families live in different countries.

Component 5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

5.4.1 Describes how different people live using a graphic organizer.

Examples:

- Describes similarities and differences in the ways families celebrate holidays using a T-chart.
- Describes similarities and differences in the ways in which families live using a table.

Grade 2

EALR 4: History - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

4.1.1 Understands and creates timelines for events in a community to show how the present is connected to the past.

Examples:

- Creates and explains a community timeline that displays events that are still celebrated or remembered today.

Grade 3

EALR 1: Civics - The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

1.1.1 Understands the key ideals of unity and diversity.

Examples:

- Explains that the community is made up of people from various cultures.
- Explains the benefits of diversity for a community, including the increased range of viewpoints, ideas, customs, and choices available.

1.1.2 Understands and applies the key ideals of unity and diversity within the context of the community.

Examples:

- Explains the diverse perspectives of cultural groups in the community.
- Contributes one's own diverse cultural perspective to the classroom community.

EALR 3: Geography - The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.2 Understands the physical, political, and cultural characteristics of places, regions, and people in North America, including the location of the fifty states within the regions of the United States.

Examples:

- Explains the unique cultural characteristics of regions in North America, including language, food, customs, religion, stories, music, and art.

Summary of Washington State Standards Regarding Teaching about the Bible and Christianity

Component 3.2: Understands human interaction with the environment.

3.2.2 Understands the cultural universals of place, time, family life, economics, communication, arts, recreation, food, clothing, shelter, transportation, government, and education.

Examples:

- Compares the traditions, beliefs, and values of cultural groups in North America.

Component 3.3: Understands the geographic context of global issues.

3.3.1 Explains that learning about the geography of North America helps us understand cultures from around the world.

Examples:

- Explains that cultural groups in North America have traditions, beliefs, and celebrations that have been brought from countries all around the world.

Grade 4

EALR 1: Civics - The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

1.1.1 Understands the key ideal of rights set forth in Article I of the Washington State Constitution.

Examples:

- Explains that personal rights include not being deprived of life, liberty, or property, without due process of law.
- Explains that every person has the right to freely speak, write, and publish on all subjects.
- Explains how the right to religious choice protects people's freedom.

EALR 4: History - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

4.2.1 Understands and analyzes how individuals caused change in Washington State history.

Examples:

- Explains the contributions Mother Joseph of the Sisters of Providence made to Eastern Washington, including building schools and orphanages.

Grade 5

EALR 1: Civics - The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

Component 1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.

1.1.2 Evaluates how a public issue is related to constitutional rights and the common good.

Examples:

- Justifies how a position on the issue of censorship relates to freedom of speech.
- Justifies how a position on the phrase "under God" in the Pledge of Allegiance relates to freedom of religion.

Component 1.4: Understands civic involvement.

1.4.1 Understands that civic participation involves being informed about how public issues are related to rights and responsibilities.

Examples:

- Explains how the public issue of censorship is related to the right to freedom of speech.

Summary of Washington State Standards Regarding Teaching about the Bible and Christianity

- Explains how the public issue of “under God” in the Pledge of Allegiance is related to the right to freedom of religion.

EALR 4: History - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

4.1.2 Understands how the following themes and developments help to define eras in U.S. history from time immemorial to 1791:

- Encounter, colonization, and devastation (1492—1763).

Examples:

- Explains how the interaction between the Puritans and the Wampanoag defines the history of the Americans between 1492 and 1763 as a time of encounter.
- Explains how the establishment of the colony of Virginia, the Massachusetts Bay Colony, and the Pennsylvania Colony helps to define the history of the Americas between 1492 and 1763 as a time of settlement and colonization.

Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

4.2.2 Analyzes how people from various cultural groups have shaped the history of the United States.

Examples:

- Examines how Germans and Swiss contributed to the development of Pennsylvania.

EALR 2: Economics - The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

Component 2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

2.1.1 Analyzes the costs and benefits of decisions colonists made to meet their needs and wants.

Examples:

- Examines reasons why colonists chose to move away from Britain, including needs such as economic opportunities and wants such as freedom of religion.
- Examines the costs colonists faced when deciding to move to the Americas, including the costs of lost possessions and risks to personal safety and the benefits of economic opportunities and freedoms once settlements were formed.

Grade 6

EALR 4: History - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

4.1.1 Analyzes different cultural measurements of time.

Examples:

- Compares the different ways calendars were used in ancient Egypt and the Mayan civilization to plan agriculture.
- ***Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)***

4.1.2 Understands how the rise of civilizations defines eras in ancient history by:

- Explaining and comparing the rise of civilizations from 8000 BCE to 200 CE on two or more continents.
- Explaining and comparing the rise of civilizations from 200 CE to 600 CE on two or more continents.

Examples:

- Explains and compares the basic cultural elements of early civilization in Mesopotamia and Egypt (8000 BCE to 200 CE).
- Explains and compares the basic cultural elements of later civilization in Rome and Han China (200 CE to 600 CE).

Summary of Washington State Standards Regarding Teaching about the Bible and Christianity

Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

4.2.1 Understands and analyzes how individuals and movements from ancient civilizations have shaped world history.

Examples:

- Explains the impact of Confucius and Buddha on Eastern belief systems.
- Explains the impact of Aristotle on scientific investigation with human reasoning.
- **Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)**
(*Judaism and Christianity, Comparing Religions, A New Religion, The Origins of Judaism, The Beliefs of Judaism, The Birth of Christianity, Beliefs of Christianity, A Crossroads of Empires and New Religions*)

4.2.2 Understands and analyzes how cultures and cultural groups in ancient civilizations contributed to world history.

Examples:

- Explains how Mesopotamia and Egypt responded to environmental challenges.
- Compares the experiences of Jewish slaves in Egypt with those of Greek slaves in the Roman Empire.
- **Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)**
The Origins of Judaism

Component 4.3: Understands that there are multiple perspectives and interpretations of historical events.

4.3.1 Analyzes and interprets historical materials from a variety of perspectives in ancient history.

Examples:

- Describes the impact of the Code of Hammurabi on ancient Mesopotamia.
- **Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)**

4.3.2 Analyzes multiple causal factors that shape major events in ancient history.

Examples:

- Presents a position on the causes and outcomes of the Peloponnesian wars, demonstrating understanding of varying viewpoints of the conflict.
- **Suggested Unit: World—Ancient Civilizations (8000 BCE—600 CE)**

Grade 7

EALR 3: Geography - The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.1 Understands how human spatial patterns have emerged from natural processes and human activities in the past or present.

Examples:

- Compares the patterns of human settlement in Middle Eastern and European countries during the Crusades and explains the reasons for similarities and differences.

Component 3.2: Understands human interaction with the environment.

3.2.2 Understands examples of cultural diffusion in the world from the past or in the present.

Examples:

- Explains the spread of Christianity and Islam across Europe and Africa.

EALR 4: History - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.1: Understands historical chronology.

4.1.1 Analyzes a major historical event and how it is represented on timelines from different cultural perspectives.

Examples:

- Examines how the Crusades are represented differently on Christian and Muslim timelines.

Summary of Washington State Standards Regarding Teaching about the Bible and Christianity

- Examines how the Islamic Conquest of the Iberian Peninsula is represented differently on Christian and Muslim timelines.

Component 4.2: Understands and analyzes causal factors that have shaped major events in history.

4.2.1 Understands and analyzes how individuals and movements have shaped Washington State or world history.

Examples:

- Explains the impact of Muhammad and the spread of Islam on world civilization.
- **Suggested Unit: World—Major Societies (600—1450)**
Ancient Rome: The Spread of Christianity, Europe in the Middle Ages: The Spread of Christianity in Europe

Grade 8

EALR 4: History - The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes on local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

Component 4.2: Understands and analyzes the causal factors that have shaped major events in history.

4.2.2 Understands and analyzes how cultures and cultural groups have contributed to U.S. history (1776—1900).

Examples:

- Explains how African cultural and religious customs influenced the culture of the U.S.
- Explains how the Whitmans and other missionaries affected the religious and social practices of indigenous people in the United States.

Grades 9/10

EALR 3: Geography - The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environments.

Component 3.1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

3.1.2 Identifies major world regions and understands their cultural roots.

Examples:

- Compares the political regimes of the Middle East, including those of Palestine and Israel.
- Describes Latin America based on its colonial history

WASHINGTON STATE LAWS -----

RCW 28A.600.025 Students' rights of religious expression

(1) The First Amendment to the United States Constitution, and Article I, sections 5 and 11 of the Washington state Constitution guarantees that students retain their rights of free speech and free exercise of religion, notwithstanding the student's enrollment and attendance in a common school. These rights include, but are not limited to, the right of an individual student to freely express and incorporate the student's religious beliefs and opinions where relevant or appropriate in any and all class work, homework, evaluations or tests. School personnel may not grade the class work, homework, evaluation, or test on the religious expression but may grade the student's performance on scholastic content such as spelling, sentence structure, and grammar, and the degree to which the student's performance reflects the instruction and objectives established by the school personnel. School personnel may not subject an individual student who expresses religious beliefs or opinions in accordance with this section to any form of retribution or negative consequence and may not penalize the student's standing, evaluations, or privileges. An employee of the school district may not censure a student's expression of religious beliefs or opinions, when relevant or appropriate, in any class work, homework, evaluations or tests, extracurricular activities, or other activities under the sponsorship or auspices of the school district.

Summary of Washington State Standards Regarding Teaching about the Bible and Christianity

(2) This section is not intended to impose any limit on the exchange of ideas in the common schools of this state. No officer, employee, agent, or contractor of a school district may impose his or her religious beliefs on any student in class work, homework, evaluations or tests, extracurricular activities, or other activities under the auspices of the school district.

(3) The superintendent of public instruction shall distribute to the school districts information about laws governing students' rights of religious expression in school. (1998 c 131 § 2.)

NOTES: Findings—1998 c 131: *"The legislature recognizes the right of free speech and freedom of religion as guaranteed through the First Amendment to the United States Constitution and Article I, sections 5 and 11 of the Washington state Constitution and that these rights extend to students enrolled in the common schools of our state. The legislature also recognizes that students may choose to exercise these rights, as protected under the law, in response to the challenges of academic pursuit. While the legislature upholds the rights of students to freely express their religious beliefs and right of free speech, it also holds firmly that it is not the role of education to solicit student responses that force students to reveal, analyze, or critique their religious beliefs."* (1998 c 131 § 1.)

RCW 28A.405.030 Must teach morality and patriotism

It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of morality, truth, justice, temperance, humanity and patriotism; to teach them to avoid idleness, profanity and falsehood; to instruct them in the principles of free government, and to train them up to the true comprehension of the rights, duty and dignity of American citizenship. (1969 ex.s. c 223 § 28A.67.110. Prior: 1909 c 97 p 308 § 8; RRS § 4855; prior: 1897 c 118 § 58; 1890 p 371 § 42; 1886 p 19 § 50; Code 1881 § 3203. Formerly RCW 28A.67.110, 28.67.110.)

RCW 28A.405.040 Disqualification for failure to emphasize patriotism

(1) No person, whose certificate or permit authorizing him or her to teach in the common schools of this state has been revoked due to his or her failure to endeavor to impress on the minds of his or her pupils the principles of patriotism, or to train them up to the true comprehension of the rights, duty and dignity of American citizenship, shall be permitted to teach in any common school in this state. (2) Any person teaching in any school in violation of this section, and any school director knowingly permitting any person to teach in any school in violation of this section is guilty of a misdemeanor. (2003 c 53 § 167; 1990 c 33 § 384; 1969 ex.s. c 223 § 28A.67.030. Prior: 1919 c 38 § 2; RRS § 4846. Formerly RCW 28A.67.030, 28.67.030.)

Washington Constitution Preamble

We, the people of the State of Washington, grateful to the Supreme Ruler of the Universe for our liberties, do ordain this constitution.

Summary of West Virginia State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2012 West Virginia State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards, please verify any changes at www.wvde.state.wv.us. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

West Virginia English Language Standards 2010

Reading - Integration of Knowledge and Ideas

Grade 8

ELA.8.14 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text).

Grades 9 – 10

ELA.10.14 Analyze and defend how an author draws on and transforms source material in a specific literary work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible, or how a later author draws on a play by Shakespeare).

ELA.10.17 Analyze and defend influential U.S. documents of historical and literary significance (e.g. Roosevelt's Four Freedoms speech or King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing - Research to Build and Present Knowledge

Grade 8

ELA.8.28 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works, such as the Bible, including describing how the material is transformed in the modern work (e.g., how a modern interpretation of a Shakespearean text draws from the original text)").

Grades 9 – 10

ELA.9.28 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

Kindergarten

History

Cluster 1: Demonstrate an understanding of interactions between individuals, families and schools.

SS.K.H.CL1.3 investigate the past and explore the differences in other people, time and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions or legends.

West Virginia History

SS.K.WV.1 investigate state symbols, celebrations, holidays and prominent West Virginians.

Grade 1

Civics

SS.1.C.3 investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrates community traditions, etc.).

Summary of West Virginia State Standards Regarding Teaching about the Bible and Christianity

History

Cluster 1: Demonstrate an understanding of interactions between individuals, families and communities over time by.

SS.1.H.CL1.2 examine cultural contributions of families through the use of literature, primary source documents and oral accounts

Grade 2

Civics

SS.2.C.5 give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day).

History

Cluster 1: Demonstrate an understanding of interactions between individuals, families and communities within the United States.

SS.2.H.CL1.2 identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.

SS.2.H.CL1.3 explore the impact historical figures have had upon our society.

Grade 3

Civics

SS.3.C.1 identify and explain the following commonly held American democratic values, principles and beliefs: diversity, rule of law, family values, community service, justice, liberty...

SS.3.C.5 examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).

History

Cluster 2: Determine the causes and effects of European exploration.

SS.3.H.CL2.1 chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.).

SS.3.H.CL2.2 investigate the motives for exploration by the various European nations

Grade 4

Civics

SS.4.C.1 identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, Constitution, Bill of Rights, etc.).

Geography

SS.4.G.2 document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following: settlement patterns and population density, culture (e.g., jobs, food, clothing, shelter, religion, government, etc.)

History

Cluster1: Demonstrate an understanding of the various influencing factors upon the founding of the original colonies (e.g., economic, political, cultural, etc.).

SS.4.H.CL1.1 analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.).

SS.4.H.CL1.2 compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.).

SS.4.H.CL1.3 compare and contrast backgrounds, motivations and occupational skills between English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).

Summary of West Virginia State Standards Regarding Teaching about the Bible and Christianity

Cluster 2: Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.

SS.4.H.CL2.2 explain the major ideas reflected in the Declaration of Independence.

Grade 7

History

Cluster 1: Demonstrate an understanding of the ancient civilizations.

SS.7.H.CL1.1 identify the leaders and distinguish the basic principles and philosophies of the major religions as they emerged and expanded; (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism and Taoism).

Cluster 2: Demonstrate an understanding of The Middle Ages.

SS.7.H.CL2.2 trace the course of the Crusades and the introduction of Asian and African ideas to Europe.

Cluster 3: Demonstrate an understanding of the impact the Renaissance and Reformation had on the world.

SS.7.H.CL3.2 identify key figures, causes and events of the Reformation and the Counter Reformation.

Grade 8

Civics

SS.8.C.1 demonstrate patriotism through the planning, participation and observance of important anniversaries and remembrances (e.g., Pearl Harbor, Veterans' Day, Constitution Day and Patriots Day).

History

Cluster 1: Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.

SS.8.H.CL1.2 summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan Morgan and other important explores and settlers.

Grade 9

World Studies

Cluster 2: Demonstrate an understanding of ancient river civilizations and the ways in which early civilizations evolve.

SS.9.H.CL2.2 investigate and detail the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious beliefs and philosophies in ancient river civilizations.

Cluster 3: Demonstrate an understanding of classical civilizations and the influence of those civilizations across time and space.

SS.9.H.CL3.2 analyze the impact of the religion on classical civilizations, including rise and growth of Christianity, Hinduism and the effects of its beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of a variety of religions (e.g., Judaism and Zoroastrianism) on culture and politics.

Cluster 4: Demonstrate an understanding of Middle Age societies and the influence of those societies on the history of the world in areas of social, political and economic change.

SS.9.H.CL4.4: identify and evaluate the individual, political, religious and economic roles in medieval society.

SS.9.H.CL4.5: analyze the social, political and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the crusades.

Cluster 5: Demonstrate an understanding of the changes in society because of the Renaissance, Reformation, Age of Exploration and the Enlightenment.

SS.9.H.CL5.2: analyze the religious reformations and their effects on theology, politics and economics.

Summary of West Virginia State Standards Regarding Teaching about the Bible and Christianity

Grade 10

History

Cluster 1: Demonstrate and understanding of the European settlement of North America.

SS.10.H.CL1.4 summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political and economic differences.

Cluster 2: Demonstrate an understanding of the establishment of the United States as a new nation.

SS.10.H.CL2.1 explain the impact of the Declaration of Independence and the American Revolution on the American colonies and the world.

SS.10.H.CL2.2 explain the strengths and weaknesses of government under the Articles of Confederation.

SS.10.H.CL2.3 summarize events leading to the creation of the U.S. Constitution (e.g., country's economic crisis, Shay's Rebellion and purpose outlined in the Preamble).

SS.10.H.CL2.4 explain fundamental principles and purposes of the United States Constitution and the Bill of Rights (e.g., through the Magna Carta, the English Bill of Rights, colonial charters and the political philosophies of the Enlightenment).

Grade 12

Civics

SS.12.C.5 examine and analyze the contributing factors of the drafting of the Declaration of Independence and the U.S. Constitution: leaders and philosophers (e.g., John Locke, James Madison, Thomas Jefferson and John Adams), events (e.g., Glorious Revolution, Reformation and Enlightenment), documents (e.g., English Bill of Rights, Petition of Right and Magna Carta)...

WEST VIRGINIA STATE LAWS-----

§18-5-15b Pledge of Allegiance

Every instructional day in the public schools of this state shall be commenced with a pledge of allegiance to the flag of the United States. Pupils who do not wish to participate in this exercise shall be excused from making such pledge. *(WV Code updated with legislation passed through the 2015 Regular Session)*

§18-5-41 Content based censorship of American history prohibited.

(a) No county board of education shall prohibit the use as an educational resource or teaching device any historical document related to the founding of the United States of America or any government publication solely because the document contains a religious reference or references: Provided, That the use of such materials must serve a bona fide secular educational purpose which does not advance or inhibit a religion or particular religious belief.

(b) (1) As used in subsection (a) of this section, the term 'historical document related to the founding of the United States of America' shall include, but not be limited to, such documents as the declaration of independence and the United States constitution. (2) As used in subsection (a) of this section, the term 'government publication' shall include, but not be limited to, such documents as decisions of the United States Supreme Court and acts of Congress.

(c) In determining the purpose of the use of a document containing a reference to a deity or a religion, consideration shall be given to the overall context of the document's use. *(WV Code updated with legislation passed through the 2015 Regular Session)*

West Virginia Constitution Preamble

Since through Divine Providence we enjoy the blessings of civil, political and religious liberty, we, the people of West Virginia, in and through the provisions of this Constitution, reaffirm our faith in and constant reliance upon God and seek diligently to promote, preserve and perpetuate good government in the state of West Virginia for the common welfare, freedom and security of ourselves and our posterity.

Summary of Wisconsin State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2018 Wisconsin State Department of Education's Social Studies Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.dpi.wi.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Wisconsin Standards for English Language Arts 2020

Reading – Integration of Knowledge and Ideas

Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others.

Grade 8

R.8.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.

Grades 9-10

R.9-10.9 Choose and develop criteria to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, identities, eras, and personal experiences.

SOCIAL STUDIES

Content Area: Behavioral Sciences

SS.BH1: Wisconsin students will examine individual cognition, perception, behavior, and identity.

Grades 3 – 5

BH1.b: Personal identity and empathy

SS.BH1.b.4 Describe how culture, ethnicity, race, age, religion, gender, and social class can help form self-image and identity.

Grades 6 – 8

BH1.a: Individual cognition, perception, and behavior

SS.BH1.a.m Identify patterns such as culture, prior knowledge, family, peers, school, communities, and personal interests that influence a person's cognition, perception, and behavior.

BH1.b: Personal identity and empathy

SS.BH1.b.m Analyze how culture, ethnicity, race, age, religion, gender, and social class affect a person's self-image and identity and interactions with others.

SS.BH2: Wisconsin students will investigate and interpret interactions between individuals and groups.

Grades 6 – 8

BH2.a: Relationship of people and groups

SS.BH2.a.m Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).

Grades 9 - 12

BH2.a: Relationship of people and groups

SS.BH2.a.h Investigate how language and culture can unify a group of people. Evaluate the factors that contribute to cooperation and conflict among peoples of a country and the world (e.g., language, religion, culture, race, ethnicity, gender, social or financial inequity, political beliefs, access to resources, economics, environment).

Summary of Wisconsin State Standards Regarding Teaching about the Bible and Christianity

Content Area: Geography

SS.Geog4: *Wisconsin students will evaluate the relationship between identity and place.*

Grades K - 2

Geog4.a: Characteristics of Place

SS.Geog4.a.2 Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).

Grades 3 - 5

Geog4.a: Characteristics of Place

SS.Geog4.a.4 Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States.

Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).

Grades 9 - 12

Geog4.a: Characteristics of Place

SS.Geog4.a.h Evaluate the effect of culture on a place over time. Analyze how physical and human characteristics interact to give a place meaning and significance (e.g., Panama Canal, Chunnel) and shape culture. Explain how and why place-based identities can shape events at various scales (e.g., neighborhood, regional identity). Explain how and why people view places and regions differently as a function of their ideology, race, ethnicity, language, gender, age, religion, politics, social class, and economic status.

Content Area: Political Science

SS.PS1: *Wisconsin students will identify and analyze democratic principles and ideals.*

Grades K - 2

PS1.a: Values & Principles of American Constitutional Democracy

SS.PS1.a.K-1 Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.

PS1.b: Origins & Foundation of the Government of the United States

SS.PS1.b.1-2 Compare contributions of two or more influential people related to the founding of the United States.

Grades 3 - 5

PS1.b: Origins & Foundation of the Government of the United States

SS.PS1.b.4-5 Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.

Grades 6 - 8

PS1.b: Origins & Foundation of the Government of the United States

SS.PS1.b.m Hypothesize and defend why a specific historically significant person's contribution to the development of the political culture of the United States was important. Investigate how principles expressed in the Declaration of Independence, Constitution (including the Preamble and the Bill of Rights) have been applied throughout United States history, including how they may have evolved over time. Assess specific protections to individuals outlined in the Wisconsin Constitution and what they mean to local communities and regions of the state.

Grades 9 - 12

PS1.a: Values & Principles of American Constitutional Democracy

SS.PS1.a.h Analyze how constitutionalism attempts to preserve fundamental societal values, protects individual freedoms and rights, promotes the general welfare, and responds to changing circumstances and beliefs by defining and limiting the powers of government. Analyze sources of governmental authority.

Summary of Wisconsin State Standards Regarding Teaching about the Bible and Christianity

PS1.b: Origins & Foundation of the Government of the United States

SS.PS1.b.h Evaluate the work and actions of historically significant people and their contributions to the founding principles of the United States. Analyze the foundational ideas of United States government which are embedded in founding era documents. Analyze landmark Supreme Court decisions regarding how the Constitution and the Bill of Rights limit the government, protect individual rights, support the principle of majority rule while protecting the rights of the minority, and promotes the general welfare.

SS.PS2: Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

Grades K - 2

PS2.a: Civil Rights and Civil Liberties

SS.PS2.a.1-2 Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).

PS2.b: Fundamentals of Citizenship

SS.PS2.b.2 Summarize situations where individuals have rights, freedoms, and equality.

Grades 3 – 5

PS2.c: Asserting and Reaffirming of Human Rights

SS.PS2.c.4-5 Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups...) organize to gain a greater voice to impact and change their communities.

Grades 6 - 8

PS2.c: Asserting and Reaffirming of Human Rights

SS.PS2.c.m Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, ...) have advocated for access to greater rights.

Grades 9 - 12

PS2.c: Asserting and Reaffirming of Human Rights

SS.PS2.c.h Analyze how the U.S. Supreme Court has allowed the restriction and enabled the expansion of rights for groups. Evaluate different goals and methods of groups who have advocated for access to greater rights (e.g., women, religious groups, ...).

WISCONSIN STATE LAWS

Chapter 115 State Superintendent; General Classifications and Definitions; Children with Disabilities

Subchapter I General Classifications and Definitions

§115.28 (31) Accommodation of religious beliefs. Promulgate rules providing for the reasonable accommodation of a pupil's sincerely held religious beliefs with regard to all examinations and other academic requirements. (*Cross-reference: See also s.PI 41, Wis. adm code*)

PI 41.04 Accommodations of Religious Beliefs

(1) Each board shall develop policies providing for the reasonable accommodation of a pupil's sincerely held religious beliefs with regard to all examinations and other academic requirements. The policies may be incorporated into the policies under s. PI 9.03 and shall provide for all of the following:

- (a) Annual written notification to all pupils, the parent or guardian of minor pupils, and instructors of the rules and complaint process.
- (b) A means by which a pupil or parent or guardian of a minor pupil can conveniently and confidentially notify the building principal or his or her designee of potential conflicts.
- (c) A means by which a pupil is permitted to make up an examination or academic requirements at another time or by an alternative means without any prejudicial effect.
- (d) A procedure for receiving and resolving complaints within each school district which may be incorporated into the complaint procedure specified under s. PI 9.04 or which contains the provisions specified in s. PI 41.05.

Summary of Wisconsin State Standards Regarding Teaching about the Bible and Christianity

(2) The policies shall be adopted by the board following a public hearing or an opportunity for public commentary at a board meeting. (*History: Cr. Register, November, 1992, No. 443, eff. 12-1-92*)

§118.06 Flag, Pledge of Allegiance and National Anthem

(1) Every school board and the governing body of every private school shall cause the U.S. flag to be displayed in the schoolroom or from a flagstaff on each school ground during the school hours of each school day.

(2) Every public school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day. Every private school shall offer the pledge of allegiance or the national anthem in grades one to 12 each school day unless the governing body of the private school determines that the requirement conflicts with the school's religious doctrines. No pupil may be compelled, against the pupil's objections or those of the pupil's parents or guardian, to recite the pledge or to sing the anthem. (*History: 1993 a. 492; 2001 a. 16*)

Wisconsin Constitution Preamble

We, the people of Wisconsin, grateful to Almighty God for our freedom, in order to secure its blessings, form a more perfect government, insure domestic tranquility and promote the general welfare, do establish this constitution.

Article X. Education

District schools; tuition; sectarian instruction; release time

Section 3. The legislature shall provide by law for the establishment of district schools, which shall be as nearly uniform as practicable; and such schools shall be free and without charge for tuition to all children between the ages of 4 and 20 years; and no sectarian instruction shall be allowed therein; but the legislature by law may, for the purpose of religious instruction outside the district schools, authorize the release of students during regular school hours. (*1969 J.R. 37, 1971 J.R. 28, vote April 1972, amended April 1972*)

FEDERAL LAW PROTECTS RELIGIOUS LIBERTIES

U.S. Department of Education, Guidance on Constitutionally Protected Prayer and Religious Expression in Public Elementary and Secondary Schools (January 16, 2020)

Federal law requires the Secretary of the U.S. Department of Education (USDOE) to issue updated guidance to state and local educational agencies on current laws concerning religious expression in public schools.

www2.ed.gov/policy/gen/guid/religionandschools/prayer_guidance.html

The Orange County (California) Department of Education provides videos for students and teachers explaining the federal guidelines regarding prayer and religious expression in public schools. These videos are applicable to every state: ocde.us/Superintendent/Pages/Religious-freedom-in-public-schools.aspx

Summary of Wisconsin State Standards Regarding Teaching about the Bible and Christianity

Summary of Wyoming State Standards Regarding Teaching about the Bible and Christianity

What follows are excerpts from the 2014 Wyoming State Department of Education's Academic Standards, which establish the curriculum taught to public school students. These excerpts highlight some of the areas where educators can, and in some cases are expected to, teach about the influence of the Bible and Christianity. While some standards may not specifically mention the Bible or Christianity, they reference topics that are relevant and provide legitimate academic opportunities. Because states routinely revise or adopt new standards please verify any changes at www.edu.wyoming.gov. For an article on how to use this information, search for *Integrating Faith and the Public Schools* on our Articles page at www.GoGateways.org.

Wyoming Language Arts Content and Performance Standards 2011

Reading Standards for Literature – Integration of Knowledge and Ideas

Grade 8

9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

Grades 9 – 10

9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Reading Standards for Informational Text – Integration of Knowledge and Ideas

Grades 9 – 10

9. Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Writing Standards

Research to Build and Present Knowledge - Integration of Knowledge and Ideas

Grade 8

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Grades 9 – 10

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9 – 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

Social Studies

End of Grade 2

Standard 1 - Citizenship, Government, and Democracy

SS2.1.2 Identify the symbols and traditional practices that honor patriotism in the United States.

SS2.1.3 Identify people and events that are honored on United States holidays.

Standard 2 - Culture and Cultural Diversity

SS2.2.1 Name the ways groups (e.g., families and schools) meet human needs and concerns (e.g., belonging and personal safety) and contribute to personal identity and daily life.

SS2.2.2 Recognize ways in which expressions of culture influence people (e.g., language, stories, music, and art).

Summary of Wyoming State Standards Regarding Teaching about the Bible and Christianity

Standard 5 - People, Places, and Environments

Human Place and Movement

SS2.5.3 Use the human features of a community to describe what makes that community special (e.g., cultural, language, religion, food, clothing political, economic, population, and types of jobs in an area) and why others want to move there or move away from there.

End of Grade 5

Standard 1 - Citizenship, Government, and Democracy

SS5.1.3 Understand the basic origins of the United States Constitution (e.g., Declaration of Independence).

Standard 2 - Culture and Cultural Diversity

SS5.2.1 Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.

SS5.2.2 Identify and describe ways in which expressions of culture influence people (e.g., language, spirituality, stories, folktales, music, art, and dance).

SS5.2.4 Identify and describe the tensions between cultural groups, social classes and/or individuals in Wyoming and the United States (e.g., Martin Luther King Jr., Helen Keller, Sacagawea, and Chief Washakie).

Standard 4 - Time, Continuity, and Change

Human Place and Movement

SS5.4.4 Discuss different groups that a person may belong to (e.g., family, neighborhood, cultural/ethnic, and workplace) and how those roles and/or groups have changed over time.

Standard 5 - People, Places, and Environments

Human Place and Movement

SS5.5.3 Describe the human features of an area (e.g., language, religion, political and economic systems, population distribution, and quality of life), past and present settlement patterns (e.g., American Indians and the Oregon Trail), and how ideas, goods, and/or people move from one area to another.

End of Grade 8

Standard 2 - Culture and Cultural Diversity

SS8.2.1 Compare and contrast the ways various groups (e.g., cliques, clubs, ethnic communities, and American Indian tribes) meet human needs and concerns (e.g., self-esteem, friendship, and heritage) and contribute to identity, situations, and events.

SS8.2.2 Examine and evaluate how human expression (e.g., language, literature, arts, architecture, traditions, beliefs, and spirituality) contributes to the development and transmission of culture.

Standard 3 - Production, Distribution, and Consumption

SS8.3.5 Describe how values and beliefs influence individual, family, and business decisions (microeconomics).

Standard 4 - Time, Continuity, and Change

SS8.4.4 Identify historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace).

Standard 5 - People, Places, and Environments

Human Place and Movement

SS8.5.3 Explain how communities' current and past demographics, migrations, and settlement patterns influence place (e.g., culture, needs, and political and economic systems) and use this analysis to predict future settlement patterns.

Upon Graduation Grade 12

Standard 1 - Citizenship, Government, and Democracy

SS12.1.1 Analyze unique freedoms, rights, and responsibilities of living in a democratic society and explain their interrelationships.

Summary of Wyoming State Standards Regarding Teaching about the Bible and Christianity

Standard 2 - Culture and Cultural Diversity

SS12.2.1 Analyze and evaluate the ways various groups (e.g., social, political, and cultural) meet human needs and concerns (e.g., individual needs and common good) and contribute to identity (e.g., group, national, and global), situations, and events.

SS12.2.2 Analyze human experience and cultural expression (e.g., language, literature, arts, traditions, beliefs, spirituality, values, and behavior) and illustrate integrated views of a specific culture.

Standard 3 - Production, Distribution, and Consumption

SS12.3.5 Evaluate how values and beliefs influence microeconomic and macroeconomic decisions.

Standard 4 - Time, Continuity, and Change

SS12.4.4 Describe the historical interactions between and among individuals, groups, and/or institutions (e.g., family, neighborhood, political, economic, religious, social, cultural, and workplace) and their impact on significant historical events.

SS12.4.5 Using primary and secondary sources, apply historical research methods to interpret and evaluate important historical events from multiple perspectives

WYOMING STATE LAWS-----

§21-9-102 Instruction in state and federal constitutions required; satisfactory examination a prerequisite to graduation

All schools and colleges in this state that are supported in any manner by public funds shall give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals, and no student shall receive a high school diploma, associate degree or baccalaureate degree without satisfactorily passing an examination on the principles of the constitution of the United States and the state of Wyoming. The instruction shall be given for at least three (3) years in kindergarten through grade eight (8) and for one (1) year each in the secondary and college grades.

§97-1-018 Religious Liberty

The free exercise and enjoyment of religious profession and worship without discrimination or preference shall be forever guaranteed in this state, and no person shall be rendered incompetent to hold any office of trust or profit, or to serve as a witness or juror, because of his opinion on any matter of religious belief whatever; but the liberty of conscience hereby secured shall not be so construed as to excuse acts of licentiousness or justify practices inconsistent with the peace or safety of the state.

Wyoming Constitution Preamble

We, the people of the State of Wyoming, grateful to God for our civil, political and religious liberties, and desiring to secure them to ourselves and perpetuate them to our posterity, do ordain and establish this Constitution.



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